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ABSTRACT

The National Longitudinal Transition Study (NLTS) of Special Education Students provides ongoing information to the special education community regarding the transition of youth with disabilities from secondary school to early adulthood. The sample for the study, which began with a 1987 survey (Wave 1), involves more than 8,000 youth from the national population of special education students who were at least 13 years old in the 1985-86 school year. These subjects were again surveyed in 1990-91 (Wave 2). This report documents the data collection and data processing procedures for Wave 2 of the NLTS. Data collection components for Wave 2 included parent/youth telephone interview and mail questionnaires (n=6,684) as well as school transcripts and surveys (n=4,057). Tables provide details of the data collection and preparation activities. The bulk of the document consists of appendices. These include information on Wave 1 substudies, the parent/youth interview instrument, the parent and youth mail questionnaires, and the school based data collection instruments. (DB)

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ED 368 152

THE NATIONAL LONGITUDINAL TRANSITION STUDY OF SPECIAL EDUCATION STUDENTS

Report on Procedures for the Second Wave of Data Collection (1990)

June 1992

Prepared for:

The Office of Special Education Programs
U.S. Department of Education

Prepared by:

Camille Marder
Katherine Habina
Nan Prince

The National Longitudinal Transition Study of Special Education Students is being conducted by SRI International under Contract 300-87-0054 with the Office of Special Education Programs, U.S. Department of Education.

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SRI International

National Longitudinal Transition Study

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1 INTRODUCTION

The National Longitudinal Transition Study of Special Education Students was mandated by the U.S. Congress in 1983 to provide information to practitioners, policy makers, researchers, and others in the special education community regarding the transition of youth with disabilities from secondary school to early adulthood. The Office of Special Education Programs (OSEP) of the U.S. Department of Education contracted with SRI International to develop a design, develop and field test data collection instruments, and select a sample of students for a study that would meet the congressional mandate. In April 1987, under a separate contract, SRI began the actual study.

The sample for the National Longitudinal Transition Study (NLTS) involves more than 8,000 youth representing the national population of students in secondary special education in the 1985-86 school year who were at least 13 years old. The sample was drawn so that findings generalize to students in secondary special education in 1985-86, both as a whole and for those in each of the 11 federal special education disability categories separately. Data were first gathered in 1987 (referred to as Wave 1) and again in 1990-91 (referred to as Wave 2) so that youths' patterns of experiences through secondary school and into their early adult years can be charted.*

The study addresses both descriptive and explanatory research questions. The focus of description is to understand better the patterns of experiences of youth, both in secondary school and in the transition to adulthood. The primary explanatory research questions involve identifying factors that contribute to the effective transition of youth with disabilities from secondary school to employment, further training and education, and independent living. Of particular interest is identifying what schools can do in the way of programming, staffing, organization, or other means to facilitate a successful transition.

Purposes of the Methodology Report Series

The NLTS is unique in the field of special education transition research, both in size and complexity. The diversity of young people included (in terms of age and disability category), the number of data sources accessed, and its national scope all required that the NLTS break new ground in research methodology. To document several aspects of the study methods, the NLTS produced two reports for Wave 1 that describe (1) the sample and the study's design limitations and (2) data collection procedures. Similar reports are being produced for Wave 2.

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* Additional data were collected in two "substudies" for particular subsets of youth from the sample in 1989 to address particular research questions for those subsamples. These substudies are described briefly in Appendix A. Substudy data collection were similar to those for Wave 2, as described in this report.

This report documents the collection of data and data processing procedures for Wave 2 (1990) of the NLTS and is intended to serve several purposes. First, knowing how data were collected and handled provides a context for various audiences to understand the nature and meaning of the findings the study generates. Also, documenting data collection experiences from a study as large and complex as the NLTS can provide useful guidance to other researchers who may be working in the transition arena now or in the future. In addition, establishing comparability of data items and collection procedures between state or local studies and the NLTS can strengthen the confidence in findings synthesized from the many studies of transition being conducted in special education research.

Overview of Wave 2 Components

NLTS data collection and analyses are guided by a conceptual framework that specifies the main categories of factors expected to influence transition outcomes. Several categories are involved in the conceptual framework, as shown in Figure 1, and the most appropriate source of information for the various categories differs. For example, data regarding school and district factors were best collected from school personnel, while data regarding nonschool-related matters, such as employment status, were best reported by parents of youth in the sample or by the youth themselves.

For Wave 2 of the study, two data collection components were designed to obtain the data specified by the conceptual framework:

- **The parent/youth telephone interview and mail questionnaires.** The parents/guardians of sample youth and, in many cases youth themselves, were administered a structured interview by telephone in the fall/winter of 1990-91 to obtain information on services received by youth and outcomes in the areas of employment, education, and independence. Many of the items in the interview are similar or identical to items in the Wave 1 parent interview, enabling the NLTS to examine the experiences of youth over time. When respondents were unable or unwilling to be interviewed by telephone, they were sent mail questionnaires containing selected items from the telephone interviews.
- **School transcripts and surveys**. High school transcripts were sought from schools for all sample youth who attended secondary school after the 1986-87 school year. For youth whose school programs were not recorded on transcripts, School Content Forms were completed by teachers familiar with their programs. We also surveyed teachers and administrators serving students who were still in secondary school in the 1990-91 school year regarding the students' school programs and services and general characteristics of their schools.

Each of these components is described more fully in later sections of this report. Data collection instruments and accompanying materials are found in Appendix B.

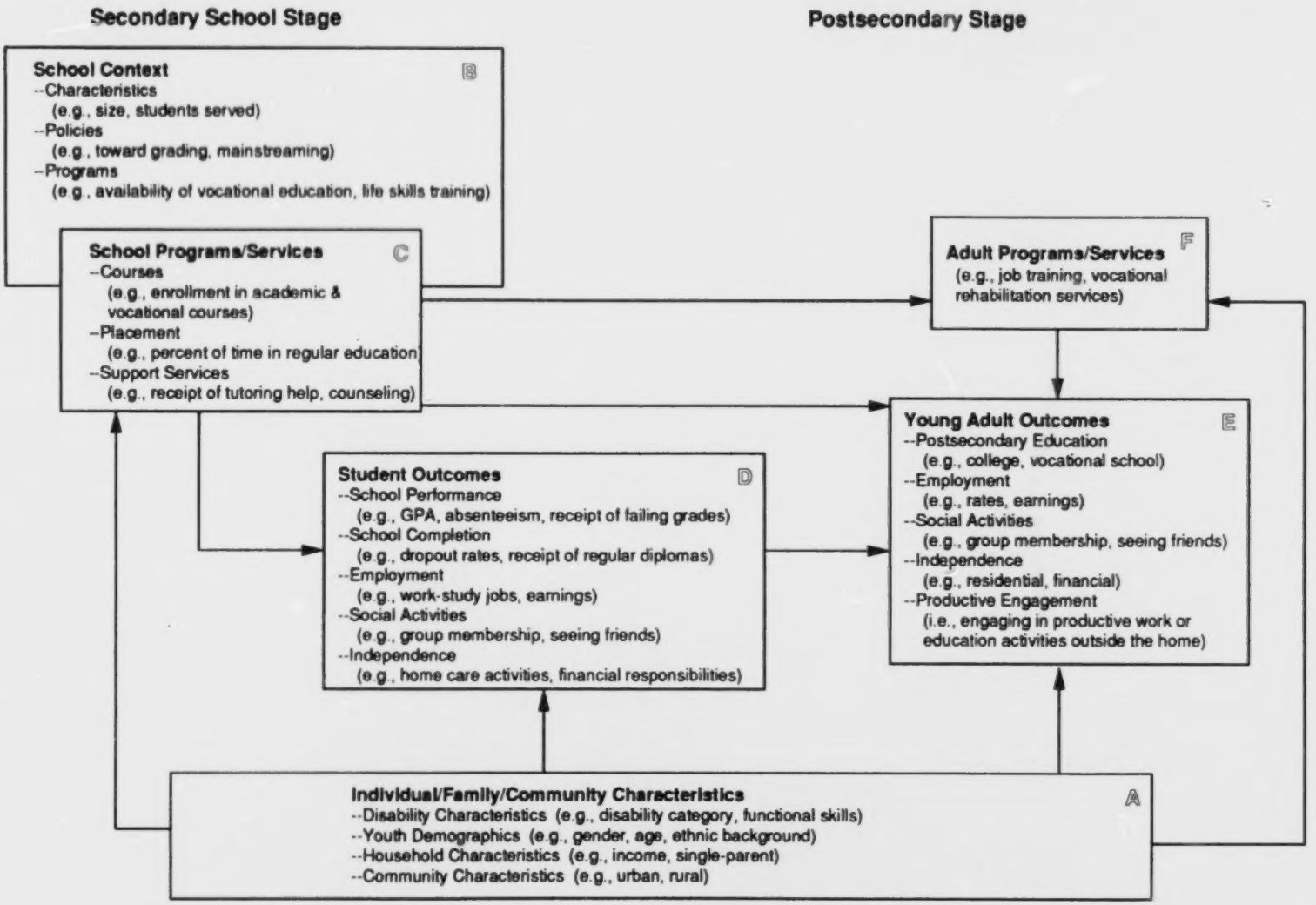

FIGURE 1 CONCEPTUAL FRAMEWORK OF TRANSITION EXPERIENCES AND OUTCOMES OF YOUTH WITH DISABILITIES

The Wave 2 Sample

Eligibility for Wave 2--All youth from the original study sample were eligible for the Wave 2 sample, except those:

- Who were known to be deceased;
- Who had been found during the Wave 1 interview to be under or over the age limits for the study (13 to 21 years old in the 1985-86 school year); or
- Whose parent/guardian refused to have the youth included in the study.

Eligibility for the Wave 2 Parent/Youth Interview--Youth were further excluded from the parent/youth interview sample if:

- Information from semiannual tracking procedures conducted between Waves 1 and 2 failed to produce a valid address or phone number for the parent/guardian or the youth. (See "Preparation for Interviewing" below for a description of tracking procedures.)
- Between Wave 1 and Wave 2 the parent/guardian had requested not to be contacted again.

Eligibility for School Transcript and Surveys--For the *transcript component*, the sample included all eligible youth (as defined above) who had attended secondary school since the 1986-87 school year (the Wave 1 data collection period) and for whom we had information on the name and location of the school. Youth who had left secondary school in 1986-87 or earlier were excluded from the transcript component because it was considered burdensome for schools to access records from more than 4 years previously.

The *school survey component* included all youth who were currently in secondary school in the 1990-91 school year (the Wave 2 data collection period). We specified this sample for this component of the study because the teacher survey, in particular, required firsthand information on the performance of students that would be difficult for teachers to recall for students they were not teaching currently.

Note that although the lack of a home address or telephone number or a parent's request not to be contacted again excluded youth from the wave 2 parent/youth interview, they did *not* exclude youth from the school transcript and survey components.

Table 1 shows the final Wave 2 samples for the parent/youth interview and for the school transcripts and surveys, by disability category. The sample available for any type of data collection was 9,619 youth. For the parent/youth interview, the sample consisted of 8,660 youth. The sample for the school record data collection consisted of 5,851 youth, 959 of whom were not included in the parent/youth interview sample.

The following sections of this report detail the procedures for obtaining and processing data for the parent/youth and the school components of Wave 2 of the NLTS.

Table 1
SAMPLE FOR WAVE 2 OF THE NLTS BY STUDY COMPONENT AND DISABILITY CATEGORY

Sample	Total	Learning Disabled	Emotionally Disturbed	Speech Impaired	Mentally Retarded	Visually Impaired	Hard of Hearing	Deaf	Orthopedically Impaired	Other Health Impaired	Multiply Handicapped	Deaf/Blind
Total Original Sample	12,833	1,650	1,321	893	1,642	1,318	1,372	1,275	1,060	1,005	1,132	165
Total Available for Wave 2 (All Components)	9,619	1,329	913	681	1,391	984	906	1,069	850	564	785	127
Percent of Original Sample	75	81	69	76	85	75	66	84	80	56	69	77
Total Available for Wave 2 Parent Interviews	8,660	1,189	824	586	1,212	873	820	1,004	776	519	717	122
Percent of Original Sample	67	72	62	66	74	66	60	79	73	52	63	74
Total Available for Wave 2 School Transcript/Surveys	5,851	766	488	395	832	646	584	634	529	339	566	72
Percent of Original Sample	46	46	37	44	51	49	43	50	50	34	50	44
Total Available for Wave 2 School Transcript/Survey, But Not For Parent Interview	959	140	89	95	179	111	86	65	74	45	68	5
Percent of Original Sample	7	8	7	11	11	8	6	5	7	4	6	5

2 THE WAVE 2 PARENT/YOUTH TELEPHONE INTERVIEW AND MAIL QUESTIONNAIRES

A major component of NLTS Wave 2 data collection involved interviewing the parents or guardians of youth in the sample and often the youth themselves. When interviews were not possible, mail questionnaires were used. This section describes the instruments and several aspects of the parent/youth telephone interview and mail questionnaire process, including preparation for data collection, field procedures, and data processing.

The Wave 2 Parent/Youth Interview Instrument and Desired Respondents

The Wave 2 parent/youth telephone interview instrument had two main parts. The first part contained items concerning the youth's school enrollment status, residential arrangements, receipt of services, and level of functioning. The second part covered the youth's employment, postsecondary schooling, and level of independence.

The primary reason for dividing the interview into two parts was that the desired respondent for each part differed. Part 1 of the interview contained questions about the youth's receipt of services and ability to perform certain activities (e.g., go to a public library or community swimming pool). In pretests, youth had been found not to be accurate reporters of service receipt, under-reporting services received and misreporting sources of services. Thus, the desired respondent for questions concerning services and for evaluations of the youth's abilities was an adult who was knowledgeable about the youth, generally a parent or guardian.* Part 1 was never administered to youth; if a parent/guardian or other appropriate adult was unavailable, Part 1 was not administered.

Part 2 of the interview contained no questions that youth had not been able to respond accurately to in pretests. Furthermore, Part 2 contained some perceptual questions, such as job satisfaction, for which the youth was the only appropriate respondent. Thus, the youth was the preferred respondent for Part 2 unless the Part 1 respondent reported that disability or some other factor would prevent the youth from responding. In such cases, the Part 1 respondent was the preferred respondent for Part 2 (see "Locating the Desired Respondent" below). Because of the variation in Part 2 respondents, two alternative versions of Part 2 were constructed: "Part 2A: Parent Continuation" and "Part 2B: Youth Continuation." Most items in the two parts were identical, except for appropriate changes in wording to reflect who the respondent was (e.g., "*Do you have a paid job?*" vs. "*Does (NAME OF YOUTH) have a paid*

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* Throughout this report, the term "parent/guardian" is used to refer to the respondent to Part 1 of the parent/youth telephone interview although in a limited number of cases, the adult respondent was not actually a parent or guardian (see the later section on Identifying the Desired Respondent for the distribution of respondents to the telephone interview).

job?"). In addition, perceptual questions of satisfaction with such aspects of life as jobs and living arrangements were included only in the youth continuation section.

For most youth, the interview consisted of Part 1 and either Part 2A or Part 2B. However, there were 930 youth for whom some information was obtained in Wave 2 interviews/mail questionnaires for whom there had been no Wave 1 interview. For these youth, important background information that had been collected in the Wave 1 interview was missing. To rectify this, an additional section including questions about the youth's ethnicity, household background, and assessments of the youth's functional abilities, Part 3, was added to the parent/youth interview. Because it asked for assessments of the youth's abilities, Part 3 was administered only to parents/guardians, not to youth.

Preparation for Interviewing

Updating Location Information

At 6-month intervals between the Wave 1 and Wave 2 interviews, letters were sent to parents/guardians who had responded in Wave 1 thanking them for being part of the study and sharing selected findings from Wave 1. In addition, a "Data Update Card" was included, with the request that parents/guardians return it to us indicating any changes in address or telephone numbers Our letters were marked "Address Correction Requested" so that if they were incorrectly addressed (e.g., if the respondent had moved), the post office would not forward the letter, but would return it to us with the respondent's new address. When the post office provided us with a forwarding address, we mailed a tracking letter to that address. The data update card then often was used by the recipient to provide us with a current telephone number.

If the letter was returned by the post office as not deliverable because no new address had been filed for a household that had moved, we attempted to reach the household using the telephone number on file or we contacted a third party specified by the parent/guardian during the Wave 1 interview as being a person who would know the parent's/guardian's whereabouts in the future. Such contacts often generated respondents' current addresses and telephone numbers.

Instrumentation

The Wave 2 parent/guardian interview instrument was developed from questions used in the Wave 1 parent interview and from a 1989 substudy of youth who already had left secondary school by 1987 (see Appendix A). Thus, the vast majority of questions had been field tested extensively. The final version of the Wave 2 instrument was pretested to check

skip logic and was cleared by the U.S. Department of Education through the federal Office of Management and Budget. The interview instrument is in Appendix B.*

Because the study sample involved youth who ranged in age at the time of the interview from 18 to 26, some of whom were still in secondary school, and who represented all 11 federal special education disability categories, the questionnaire incorporated an extremely complex skip logic. Through this skip logic, questions that were considered inappropriate to a particular youth because of his/her school status or disability were omitted from the interview concerning that youth. For example, a parent of a youth who was no longer in high school was not asked whether the youth had a work-study job; similarly, a parent of a youth with a learning disability was not asked about receiving physical therapy.

This skip logic reduced the burden and potential irritation to which respondents were subjected. However, it also made the questionnaire too complex to be administered from a hard-copy format. Hence, computer-assisted telephone interviewing (CATI) was used by SRI's telephone interview subcontractor, Chilton Research Services (CRS).

Using CATI, the logic of the questionnaire was computer programmed to be displayed on a video display terminal. On the basis of responses to key questions entered into the computer in the early part of the interview, the correct path through the interview was dictated by the computer program so that the next appropriate question automatically appeared on the computer screen in front of the telephone interviewer. Interviewers entered responses to each question directly into the computer as they were received, eliminating the need for later data entry. The program also included limits on the appropriate responses, improving the accuracy of the data entered (e.g., if a "yes-no" question called for only a 1 or a 0 as an entry, the computer did not permit the interviewer to enter a 4).

To test the CATI program implemented by CRS, SRI staff developed "mock" interviews involving youth in all disability categories who represented wide variation in age, family background, and experiences with services and outcomes. CRS entered these hypothetical interviews into the computer to test whether the program processed each case through the interview as expected. Minor changes to the questionnaire and program were made before the final instrument and program were ready for use.

Interviewer Training

Training for the parent/guardian interview occurred during the week of October 29, 1990, at CRS headquarters in Radnor, Pennsylvania. Two SRI staff members conducted the training with support from the CRS project manager. Trainees included 41 telephone interviewers (2 were Spanish-speaking) and 11 off-line staff (i.e., supervisors, monitors, managers). Only

* A Spanish version of the questionnaire was also was developed for computer administration only; hence, it is not included in this volume.

experienced interviewers were recruited for the project because of the sensitive nature and complexity of the interview.

A training manual, developed jointly by SRI and CRS staff and covering all aspects of the interview process, was distributed for review to each trainee before the training session. It served as a basis for training and was used as a reference tool by interviewers and other staff throughout the field period.

Four daily 5-hour training sessions included presentation of study background information, review of the nature of the disabilities represented in the sample, general interviewing techniques and the special requirements of this particular study, question-by-question review of the instrument, role playing, and practice interviewing. Pat responses to commonly asked questions were provided to the interviewers in Spanish and English. SRI staff monitored early telephone interviews and made corrective suggestions.

Interviewing

The field period for the parent/guardian interview extended from November 5, 1990 to February 20, 1991. Because a major priority of the study was to maximize the number of youth about whom interviews were completed, an unlimited-call rule was implemented. Interviewers made repeated attempts to locate each respondent through the entire field period, rotating the contact attempts through various days of the week and times of day. Completed interviews averaged approximately 30 minutes in length.

Locating Hard-to-Reach Respondents

The sample furnished to CRS included only respondents for whom we had at least one phone number that was believed to be valid; however, during the process of calling respondents, it was discovered that some of the phone numbers were not valid. The following efforts were undertaken to complete interviews for these youth:

- Use of alternate and referral numbers. When the sample contained more than one number for a respondent, or the name and telephone number of a third party who had been given in the Wave 1 interview as a contact person, these numbers were dialed by CRS in an attempt to trace the respondent.
- **Use of directory assistance**. When a telephone number was incorrect or non working, CRS used directory assistance in an effort to locate a working telephone number.
- **Toll-free telephone number**. CRS established a toll-free 800 number to be used exclusively to receive calls from parents/guardians and youth. If it was inconvenient for a respondent to receive a telephone call, this number was left at the contact number for the respondent. Although the 800 number was given to more than 1,100 households in an attempt to trace respondents, only approximately 75 interviews resulted from this procedure.

- **District contacts**. When incorrect location information was identified for a youth, SRI attempted to obtain updated information from the last known district where the youth attended school. Lists of "lost" students with their last known addresses were sent to districts with requests to provide any more recent information they had. When new location information was provided, this information was forwarded by SRI to CRS.
- **Mail questionnaire**. In a further effort to reach the parents of youth for whom we believed we had correct addresses but missing or inaccurate telephone numbers, we developed a 6-page mail questionnaire that contained items related to key outcome variables (see section on mail questionnaires below for a description of the instrument and timing of mailings). On the questionnaire was a space for respondents to indicate their current address and telephone number. When questionnaires were received at SRI with this section completed, the new contact information was communicated to CRS. Telephone interviewers attempted to contact the parents, thanking them for returning the mail questionnaire and completing the telephone interview.

Identifying the Desired Respondent

As indicated earlier, the desired respondent for Part 1 of the interview was a parent, guardian, or other adult who was most knowledgeable about the youth. CRS was provided a data file that contained for each sample youth: 1) the name of the sample youth, and 2) the name, address, and telephone number of the parent/guardian who had been the respondent for the Wave 1 interview, or of another adult who had been indicated during tracking mailings as the adult who would know the most about the youth. The youth's date of birth also was provided for the majority of cases.

If two parent/guardian names were available on the sample file (e.g., John and Jane Doe), interviewers asked to speak with the female named (see the screening section of the instrument in Appendix A). If only one name was provided, interviewers asked to speak with the named person. When the requested person was available, he/she was asked the following question:

> *"I have a few questions I would like to ask the best adult to tell me about (NAME OF YOUTH). Who would that be?"*

If the person identified him/herself as the appropriate respondent, the interview began. If someone else was named, that name was recorded, along with a telephone number, and the interview was attempted with the person named as the best respondent.

The process of identifying the best person to speak with about a particular youth's experiences often required several telephone contacts before the interview could be completed. In a fairly simple case, the interviewer might reach the father and ask to speak to the mother, who wasn't home. The interviewer would ask the father if he might be the best person to interview; if he said the mother should be interviewed, a callback would be scheduled and attempts made later to reach the mother. In a more complicated case, a youth

might no longer live with the foster parents whose names had been provided by the district from which the youth had been selected. A call to those parents would reveal that the youth was no longer in the family, those parents could not tell us about his/her current experiences, and only the social worker knew what family the youth was currently living with. The name and telephone number of the social worker would be requested; a call to the social worker would be made to identify the youth's current family, and then the process of finding the right family member to interview in the new family would begin.

For approximately 88% of Part 1 interviews, a parent was the respondent, with the mother being the respondent for 73% of interviews. Stepparents or foster parents were respondents in another 2% of interviews. Other relatives were respondents for 6% of cases, and a non family member who was a legal guardian or other adult responded for about 3% of youth.

As stated earlier, the desired respondent for the continuation of the interview was either the youth or the parent/guardian. If the youth was classified as deaf, multiply handicapped, deaf/blind, autistic, or moderately, severely, or profoundly mentally retarded, or the youth was institutionalized, the parent/guardian was automatically administered the remainder of the interview.* If the youth had another disability classification and was not institutionalized, the parent/guardian was asked the following question at the end of Part 1 of the interview:

> *"My next questions are about jobs (NAME) may have had or schools he/she may have gone to in the past 12 months. For example, if (NAME) has a job, I would like to ask such things as what he/she does, how long he/she has worked there, and how much he/she is paid. Would he/she be able to tell me accurately over the telephone about his/her jobs and schooling in the past 12 months?"*

If the parent/guardian answered "no," the parent/guardian was the desired respondent for the continuation, and Part 2A (Parent Continuation) was administered. If the parent/guardian answered "yes," the youth was the desired respondent for the second part of the interview. The parent/guardian was then asked for locator information for the youth, and attempts were made to reach and administer Part 2B (Youth Continuation) to the youth. If the youth was unreachable after multiple attempts, toward the end of the field period, the parent/guardian was recontacted and Part 2A (Parent Continuation) was administered.

For some youth, there was no appropriate adult respondent. These generally were youth who had left home and had little contact with their parents/guardians; thus, the adults who typically were respondents were not knowledgeable about the youths' current experiences. When parents indicated during the screening process that there was no knowledgeable adult respondent, we attempted to contact the youth directly, unless our information indicated that the youth's disability would prevent him or her from responding accurately to questions. When we did contact youth directly, Part 1 of the interview was bypassed, and Part 2B of the interview was administered to the youth (yielding 188 cases with Part 2B only).

During the Wave 2 interviews, we discovered, somewhat surprisingly, that we were able to locate and obtain interviews for many youth for whom no Wave 1 interview had been obtained.

As mentioned earlier, these youth would be lacking important demographic information that had been collected in Wave 1 and not repeated in Wave 2. We therefore designed Part 3 of the interview and had CRS call back Part 1 respondents with no Wave 1 interviews to administer it.

Refusals

Telephone interviews were attempted for all youth for whom location information was available. Only 337 respondents completely refused to be interviewed, and 347 others refused to complete the interview after they had begun, an extremely low refusal level for survey research.

This low refusal level was due in part to the investment many parents reported feeling in the subject matter of the interview. Also, conversion procedures were attempted for cases in which the respondent gave a general refusal that was considered non emotional and not related specifically to the NLTS. In such cases, interviewers who were specially trained to convert initial refusals made a second contact with the parent and attempted to persuade him/her to complete the interview. In addition, 61 personalized letters were mailed from SRI to respondents who refused on the basis of confidentiality, legality, or authenticity. If available, consent forms from parents collected during Wave 1 of the study were enclosed. A total of 211 initial refusals were converted to completed interviews upon callback.

Another type of partial refusal concerned respondents who indicated that they would not complete the telephone interview, but would complete a mail questionnaire (n = 91). In such cases, mailing addresses were verified and furnished to SRI. Mail questionnaires were then mailed as described below.

Quality Control During Data Collection

Much of the quality control function for CATI interview data was built into the CATI program. Only preprogrammed responses were allowable, and the skip logic through the interview was controlled by the computer program. Hence, many potential errors in interview administration were avoided.

Interview supervisors monitored telephone interviews throughout the field period. Supervisors had the ability to listen to interviews as they were conducted; at least 10% of each interviewer's work was monitored in this way. If a difficulty with an item or a particular respondent was detected, the supervisor would review the case with the interviewer after it was completed and suggest corrective action. Another mechanism for raising issues involved the "problem sheet," on which an interviewer would record difficulty in finding a respondent, administering or interpreting the answer to a particular item, or completing the interview. Supervisors reviewed problem sheets daily and resolved issues as appropriate.

The CRS project director met with the interviewers and supervisors each week to discuss issues and concerns and reiterate the correct method for dealing with them so that all interviewers took a uniform approach. Various points covered in training also were reiterated as appropriate during these meetings.

Quality control also was exercised through the data editing function. Editors reviewed each case to ensure that all the materials that should be present for the case were completed; i.e., that "other, specify" items were filled in or that written "verbatim answer sheets" were completed appropriately. Any cases with incomplete information were returned to the interviewer for resolution through callbacks, if necessary.

Mail Questionnaires

Mail questionnaires were used when information could not be obtained by telephone from a parent/guardian or youth. Three instruments were designed to obtain key information to augment or substitute for the parent/youth telephone interview. Instruments were for: parents/guardians, secondary school students, and youth who were out of secondary school.

The Parent/Guardian Survey

The parent/guardian survey was mailed to three groups of respondents: (a) parents/guardians for whom there was no telephone number on file from Wave 1; (b) parents/guardians whose Wave 1 telephone number was no longer valid, and no valid telephone number could be obtained; and c) parents/guardians who, upon refusing to complete the telephone interview, stated they would complete a mail survey. Surveys were mailed to the first group at the beginning of the data collection period, and to the second two groups throughout the data collection period.

The primary purpose of the parent/guardian survey was to obtain key information about the youth (e.g., school enrollment status, employment status, residential information, and the name and address of the youth's current or last secondary school to be used to obtain transcripts and school surveys). In addition, we hoped parents would report on the questionnaire their current telephone number (unless the mail questionnaire was used in response to the parent's refusal to be interviewed by telephone). (See Appendix C for a copy of the questionnaire.)

The questionnaire was mailed during the field period to 2,961 parents/guardians, 2,879 for whom we had no working telephone numbers, and 91 who had refused to complete the telephone interview. A second questionnaire was sent three weeks after the first mailing to parents who had not yet responded. Completed questionnaires were returned by 537 parents, with about 17% containing a new telephone number. Telephone numbers for parents and youth were communicated to CRS, and resulted in an additional 93 completed parent

interviews. For the others, the data from the mail questionnaires were entered into the database as partial interviews.

The Youth Surveys

As stated earlier, the youth was the desired respondent for Part 2 questions unless disability prevented him or her from responding accurately to questions. In some cases, however, despite the youth's ability to respond accurately to questions, the youth could not be interviewed by telephone, either because the youth had no telephone or the youth was deaf. Rather than exclude these youth as respondents, they were mailed surveys containing key information from the youth continuation of the telephone interview (Part 2B).

Two questionnaires were used, one for students still in secondary school and one for out-of-school youth. The questionnaires were quite similar; both contained items on residential status, social activities, transportation, and employment (copies of the instruments are included in Appendix C). In addition, the out-of-school instrument included items appropriate to that group (e.g., postsecondary school enrollment) that would not have been appropriate to secondary school students.

In all, 976 youth surveys were mailed. Follow-up mailings were sent three weeks after the initial mailing to youth who had not yet responded. The youth survey had a response rate of 36% (n = 347). Of these, 291 were from deaf youth whose parents also had completed interviews.

The Completed Wave 2 Parent/Youth Sample

Table 2 summarizes results of the parent/youth interviews and mail surveys. Of the 8,658 youth for whom interviews were attempted, interviews were completed for 68% (221 interviews were completed in Spanish). Partial telephone interviews were achieved for 6%, and for another 5% partial information was obtained through the mail survey. Refusals were 8% of the sample. For 21% of the sample, there was no working or published telephone number. In about 2% of sample cases, the telephone was never answered despite repeated calls during the field periods. Another 1% of the sample did not respond for reasons such as a language barrier, or the youth being the best respondent but not being available. There was little variation in response rates among the disability categories of the youth.

Table 2
FINAL WAVE 2 PARENT/YOUTH SAMPLE

Disposition	Number	Percentage of Sample
Completed telephone interview	5,890	68.0
Parent Part 1 and 2A	3,304	38.2
Parent Part 1/Youth Part 2B	2,586	29.9
Partial telephone interview	339	3.9
(includes Partial Part 1, complete Part 1 only, complete Part 1 and partial Part 2, Part 2 only, partial part 1 and complete Part 2)		
Mail questionnaires only*	455	5.3
Total cases with any parent/youth data	6,684	77.2

* Does not include 291 deaf youth who completed mailed questionnaires; because their parent/guardian also completed the entire telephone interview; they are included in the count of Parent Part 1 and 2A.

Data Processing

CATI Interviews

Because the parent/youth interviews were administered using CATI, most of the data processing was automatic; responses were keyed into the computer as received and machine edit checks screened for out-of-range values and inconsistent responses.

Two kinds of responses were exceptions to this process: responses that did not fit a precoded category and that were entered as "other, specify" and responses to items that were not precoded. In the case of "other, specify" responses, interviewers entered the verbatim response directly into the computer. After several weeks of interviewing, a printout of verbatim responses was sent to SRI for coding. The coding/editing supervisor reviewed the responses to determine whether they could be coded into one of the precoded responses. If the responses did not fit one of the precoded categories, new categories were developed and used throughout the remainder of the coding process.

A limited number of items did not have precoded categories (e.g., an item soliciting the name and address of the secondary school last attended, items describing jobs the youth had). Responses to such items were recorded verbatim by the interviewer on hard-copy forms that were linked to the CATI interview by the youth's unique identification number and the unique interview number. Forms were sent regularly to SRI for coding. The procedure for coding schools is described in the section on School Program Information. Job descriptions were coded using the U.S. Bureau of the Census 1970 Occupational Classification Code system. A sample of each coder's work was reviewed by the coding/editing supervisor to determine intercoder reliability. All coded items were keypunched, 100% key verified, and merged with the CATI database using the unique student identification number.

Mail Questionnaires

Mail questionnaires were processed as they were received throughout the field period. Surveys were manually checked for such problems as stray marks or failure of respondents to follow the skip logic, and were corrected as necessary. Most open-ended questions directly corresponded to questions from the telephone interview and were coded accordingly. One item on the parent/guardian mail survey, however, asked the parent to provide any additional information he or she chose. When information from these responses matched one or more items in the Parent/Youth survey, it was coded accordingly.

All survey items were keypunched and 100% verified. Then, using the unique student identification number and correspondence between mail questionnaire items and telephone interview items, data from the mail questionnaire were merged with the CATI database.

3 SCHOOL TRANSCRIPTS AND SURVEYS

This component of the study focused on information that would allow us to describe as completely as possible the secondary school programs of students in special education. As described earlier, this component had two parts, each with a different sample. Transcripts were sought for all youth who had been in secondary school since the 1986-87 school year. School surveys were administered for all youth who were still in secondary school in the 1990-91 school year. Surveys included forms summarizing the program contents of youth who had IEPs rather than transcripts, surveys of teachers about specific students' in-class performance, and school background surveys.

Overview of Information Collected and Instrumentation

Secondary school transcripts. We sought transcripts for students' 9th through 12th grades or whichever of those grades students had completed by the 1990-91 school year. A one-page instruction sheet specified how to annotate the transcripts to provide additional information needed for the NLTS. Instructions asked school staff to send a complete transcript and to indicate for each of five items whether 1) they had answered our request, 2) it was inapplicable for that student, or 3) they did not know or have access to the information for that student (see Appendix D for copies of transcript requests and instructions). The five areas needing annotation involved marking all special education classes, explaining abbreviations of class names or other notations, identifying classes that included school-sponsored work experience, specifying the grade level for each year, and entering absentee information on the transcript cover sheet if it did not appear on the transcript itself. Because transcripts for youth who were currently enrolled in school would be incomplete (not containing information about the current term), we attached a second page to the transcript cover sheet requesting a list of the youth's current classes.

School program content form. A one-page form was designed to summarize the school programs in their most recent school year of students who had programs that were not recorded in typical transcript form. Data regarding the school program generally were abstracted by a current or former teacher from IEPs and recorded as the percentage of the student's instructional time that was spent in particular content areas during the most recent school year attended. The six key areas were: academics, life skills, general vocational exploration, specific vocational skills training and work experience, nonacademic and non vocational activities, and disability support services.

The student school program survey. This survey was designed to be completed by teachers or counselors of students enrolled in the 1990-91 school year about student academic background and current in-class performance. The survey covered such topics as outside services, transition planning, parent involvement, and diagnostic test results. In-class performance items were organized into three sections so that the school staff member could

describe the youth's performance in whichever of the following types of classes the student was enrolled: a regular education academic class, a special education academic class, and a regular education vocational class.

School background survey. This brief survey was mailed to each school for whom we had a youth currently attending at the time of data collection. It obtained general information such as school population, ethnic composition, and type of school. One data collector was chosen from each school to receive this survey when there was more than one youth from the study currently enrolled at the school.

Data Collection

A three-step process was used for these school-focused data collection efforts.* First, the most recent secondary school attended by youth was identified by parents in the parent/youth telephone interview or mail questionnaire. These schools were then contacted to confirm the enrollment information reported by parents. Once we received confirmation of the student's attendance, we mailed requests for transcripts and, for currently enrolled students, other school surveys. (As the end of the school year drew closer, we combined the last two steps into one.) Each of these steps is described below.

Identifying the Most Recent Secondary School Attended

We began Wave 2 with a database containing the name and address for the current or last school attended by the youth as of the preceding wave of data collection. The first step of data collection from schools for Wave 2 was to update that database with names and locator information of the most recent school attended as of the 1990-91 school year for all youth who had been in secondary school since the 1986-87 school year.

Parent/youth telephone interviews and mail questionnaires were the source of information on the most recent school attended for the majority of cases. However, parent reports were often inaccurate or incomplete in specifying the name and/or location of schools. To verify or complete parents' reports of school name and location information, the information was processed in the following way:

- We compared the parent's response to the previous school information already linked to that student in our database.
- If the school named by the parent differed from the youth's school in 1987 as listed in our database, we checked to see if the youth's new school existed in our database at all (for any student). If so, the database already contained the school's correct name and address and a unique identification number for the

* The method for school program data collection was successfully pretested during earlier data collection for a subsample of youth, in which more than a 90% response rate was obtained. A brief description of the In-School substudy can be found in Appendix D.

school to be used in mailing and data processing. We then simply linked the student to the identification number of the new school.

- If the school did not exist in our database, we attempted to locate the school in the Market Data Retrieval, Curriculum Center's State Guides for the year 1989-90, and added the school's identification number to our database.
- If the parent-provided information was too incomplete to identify the correct school in the Market Data Retrieval Guides, we dialed directory assistance and requested location information using whatever information had been provided by the parent.

We received school information from 4,448 parents and were able to locate about 97% of schools indicated in the Wave 2 parent interview. About 70% of schools named by parents were the same as schools we already had on file for the youth. In these cases, no changes to the student's school in our existing database needed to be made. Of the remaining 30% of schools identified by parents, approximately 10% were already in our database because other NLTS youth had attended those school. Of the 20% of the schools that were new to the study, most were identified using the Market Data Retrieval Guides; only about 1% required directory assistance to confirm a phone number and mailing address.

Because parent interviews were not completed for many youth, a second source of information on the most recently attended school was accessed--the last known school noted in the database from the last wave of data collection. At the start of Wave 2 data collection, there was a sizable sample of youth for whom we had no telephone number and, therefore, did not expect to obtain parent/youth interviews (although mail questionnaires were administered and obtained for some of these youth). For this subsample, we went directly to the last known school with a request for confirmation of current enrollment, as described below. During the parent/youth interview process, when location information was found to be inaccurate, leading us to doubt that an interview would be completed, schools were contacted as an alternative source of information on student enrollment.

Enrollment Status Confirmation

The next step in collecting school program information was to contact principals to confirm the student's enrollment at a school (either the school named by the parent or the last known school reported in the previous wave of data collection). The Enrollment Status Report (ESR) asked three questions: Was the youth currently enrolled at the school? If not, when did the youth leave the school? Why did the youth leave the school (e.g. graduate, drop out, move/transfer)? If the school indicated that the student was currently enrolled, we requested the name of the best person to contact (e.g. teacher or counselor) regarding the student's current in-class performance.

The field period for confirming the youth's current or last school extended from September 1990 through June 1991. In September we began with youth for whom we had no telephone number or those who had been lost in tracking before the beginning of Wave 2 (n = 1,011).

We anticipated that we probably would not reach parents of these youth during the Wave 2 parent interviews, and would, therefore, not get any additional school location information. For all other youth not already out of school by 1987 (n = 4,840), we began the enrollment confirmation process after Wave 2 parent interviews were completed in February. ESRs were sent to schools for this second group of youth in weekly batches through April. Three weeks after the initial mailing, we sent another instrument and a reminder letter. Two weeks after the second mailing, we sent a reminder postcard to all nonrespondents.

Processing of the ESRs was handled in-house on a daily basis as mail was returned. Research assistants, using an editing manual, under general supervision, edited and logged-in the dates forms were received and student exit data, which then were merged with the main study database. These data then were used to assign youth to one of three categories for the next step of data collection.

The first group were youth who had left school before September 1987 or was deceased; they were excluded from further data collection efforts. A second group (approximately 10% of the ESRs returned) required that we send another ESR to a second (or third, etc.) school because the last school contacted indicated that the youth transferred before completing his/her secondary school program. The third group of students were those for whom the school indicated they were the current or most recent school attended by the student. Once we were able to determine a youth's current or last school, we began collecting school program information.

Table 3 summarizes the results of the enrollment confirmation effort for the 5,851 NLTS youth included in this component of data collection. Approximately 91% (5,350) of all ESRs were returned by schools. Of the 5,350 responses, 0.3% of youth were deceased, 17% had left school before the end of the last wave of data collection in 1987, and 5% of youth were reported by schools as never having attended the school.

No additional school program information, beyond the ESR, was requested for youth who were deceased or who had left school before the end of Wave 1 data collection (9/1/87). School records of the former group were not requested because such youth would not be included in future analyses. School records of the latter group were not requested because their complete records had already been collected in 1987 when school program information was collected for all NLTS youth.

Sixty-nine percent (4,057) of the youth included in the enrollment confirmation effort were included in the next step of the school program data collection component of the study; 2,991 were ascertained to be out of school and 1,066 were ascertained to be currently enrolled during the spring academic term of Wave 2.

Table 3
RESULTS OF ENROLLMENT STATUS CONFIRMATION

Disposition	Number	Percentage
Included in Wave 2 school program data collection		
Out-of-school	2,991	51.1
In-School (1990-91 school year)	1,066	18.2
Excluded from Wave 2 school program data collection		
Left School before 9/1/87	996	17.0
Deceased	17	0.3
No record of youth	284	4.9
No response	497	8.5
Total	5,851	100.0

Transcript and School Survey Data Requests

Once we received confirmation of the school the student last attended, contacts were made with the schools requesting specific school program information. If a school was added to the study database that was not in a district that was previously part of the study, a letter was sent to the new district special education director. The letter contained a brief description of the study and notification of the intent to contact the district's schools in the near future. Other contacts in new districts and all contacts in previously participating districts were made directly with schools.

Data collection packets. Data collection packets were mailed directly to schools for all students identified as currently or most recently attending those schools. Introductory letters described how student confidentiality was being preserved and how results from the study were being reported. In addition, the packets included a letter from the director of the Student and Family Education Rights and Privacy Office, U.S. Department of Education. The letter explained that a section of the Family Educational Rights and Privacy Act (FERPA) permits authorized representatives of the Secretary of the U. S. Department of Education to obtain from educational agencies information necessary in the audit and/or evaluation of federally supported programs without parental consent. In addition, each request for data included statements that the study was authorized under Law 20, U.S.C. 1418, Section 618e, and that it was congressionally mandated. If a school insisted on having parental consent, we sent a

copy of a signed consent form available. Some schools independently obtained the necessary consent from parents or youth.

The cover letter encouraged school staff to call the study participation manager, using the study's toll-free number, if they had any questions. Often, explaining the study's history, naming a specific contact for the study at their district office, or clarifying the aspect of parent involvement in the study was enough to convince a caller that the release of student record information was appropriate. Most inquirers were satisfied over the phone, but in some cases personalized letters were sent.

For out-of-school youth, transcript requests were the only other materials included in the packets. The transcript cover sheet for each former student requested from the school the name of a school staff member to contact if the student's school program was not listed in transcript form. In these cases, a school program content form was sent out the next week to the school staff member indicated.

For current students, in addition to the transcript/school program content request, packets to school staff members included a student school program survey, a school background survey (only one of these per school), a data collector confidentiality agreement form, and a data collector payment form. Data collectors were paid $15.00 per student to complete survey materials.

The letter that accompanied the in-school packets indicated that if the school staff member could not assist with the request, they should notify the study participation manager and pass the request on to someone who could complete the request.

Nonresponse follow-up. Two weeks after the initial mailing for youth for whom only transcripts were requested, principals were sent another Transcript Cover Sheet for each student and a reminder letter. Two weeks after the reminder mailing, a postcard was sent.

In April, due to a slower than expected response rate from schools, the ESR was combined with the transcript request to speed up the collection process; thereby changing from a three-step to a two-step process (i.e., identify the correct school and collect data). If a school could confirm enrollment of the youth in question, we asked them to send a copy of the transcript at the same time. Thereafter, initial and reminder mailings to schools included a combined request for the youth's current enrollment status as well as for the transcript. Schools tended to respond to this two-step instrument equally as well as they did for the three-step collection strategy.

The process of following-up for the multiple instruments needed for currently enrolled students was slightly different than the follow-up process for out-of school youth because data collectors needed longer to complete the instruments. After sending the initial packet, we waited three weeks until sending a reminder, followed by a reminder postcard two weeks later.

As the end of the school year neared, a second set of instruments was sent as the reminder instead of just a postcard.

The last two weeks in May were devoted to phone follow-up to all nonrespondents, conducted by Chilton Research Services. In all, 1,643 schools were contacted regarding approximately 3,859 youth. Reminder calls to schools took many forms, depending on the type of respondent needed and on the status of the youth at their school (i.e., out-of school youth with transcripts, out-of-school without transcripts, in-school youth).

These were complex follow-up calls for several reasons. Most youth had been out of school for two or more years. Verbal recognition of youth's names was low, and locating information about former student's was often labor intensive for schools (e.g., school records were converted to microfilm and stored at the district office). Secondly, because many youth who were still in school were enrolled in special programs, records about these youth were often handled differently than records for youth in regular education programs.

Phone follow-up was generally effective in getting a response from schools, if only for them to tell us that they never heard of a student. Questions about confidentiality and legality of the study were answered, and schools that reported they had not received our mail requests cooperated by sending transcripts after the request was made by phone.

Because we did not always reach by phone the person who had received our mail request, our reminder phone call often triggered the need for additional mailings to other people (e.g., guidance secretary, vocational teacher off-site). A single request to the principal's office often became several separate requests to different school staff members before the appropriate respondent could be reached. For this reason, first requests to the appropriate respondent for student information, especially for in-school youth, did not occur until the end of May in many cases.

Results of School Data Collection

Table 4 summarizes the results of the effort to collect transcripts, school program content forms, student school program surveys, and school background surveys for the 4,057 youth included in this component of Wave 2. Overall, we received 81% of all transcript and school program content forms requested. For out-of school youth, 90% of transcripts requests and 68% of the school program content forms were returned. For in-school youth, 59% of transcripts, 79% of school program content forms, 60% of student school program surveys, and school background surveys were returned for 69% of youth.

Table 4
RESULTS OF SCHOOL PROGRAM DATA COLLECTION

Disposition	Attempted	Collected	Percentage
Transcripts			
Out-of-school youth	2,670	2,406	90.1
In-school youth	820	4,865	59.3
School program content forms			
Out-of-school youth	321	219	68.2
In-school youth	246	195	79.3
Student school program survey	1,066	645	60.5
School background survey*	1,066	739	69.3

* Number of youth who were in school in the 1990-91 school year for whom a school background survey was collected.

Preparation of Data

Transcripts

Data from transcripts were entered onto coding sheets and put into the computer database to create a continuous chronological school program record for each youth. The following data were included: student ID number, school year, grade, days absent (when available), and classes. For each class, the record included placement (in special education or regular education), grades, credits, hours in class (when different from credits), and work experience (when applicable).

Classes, grades, and credit hours were coded as follows:

- Classes were coded using a modified version of the Classification of Secondary School Courses developed by Education Technologies, Inc. for the National Center for Education Statistics.
- A majority of grades received from schools were either on the A-F scale or Pass/Fail. Percentile grades were converted to the A-F scale. Grades were

entered by semester or trimester when such information was available; otherwise they were entered by year.

- Credits of all kinds were converted to Carnegie Units. We entered hours taken (which corresponded to Carnegie Units) when the student had failed a course and received no credit, or when credits were missing but the school had provided other information about time spent in class.

To ensure the accuracy of coded information, coders were chosen for general intelligence and judgment. A background in education was considered a plus. Coders were trained by permanent study staff, who emphasized both the need for care in entering the exact information received from schools without making assumptions about missing data, and the fact that schools did not use a standardized vocabulary, and that, consequently, sometimes codes needed to be translated to conform to our codes.

The first half day of training covered general instructions, and included simple exercises and an overview of several types of transcripts. Coders then worked on assigned transcripts, entering basic information and data for grades and credits to become familiar with a variety of formats. Each transcript was checked by permanent staff. When coders were comfortable with a range of transcript formats, they were introduced to the course coding manual and other information having to do with course content, names, and abbreviations. They then completed coding the transcripts they had worked on earlier, which were again checked by permanent staff.

After the initial training period, 5% of transcripts were checked by permanent staff. Particularly difficult questions were discussed by the group as a whole. Alternate guidelines and course codes were created as needed in response to new situations.

To maximize coders' efficiency and judgment, coders were given assignments by state or by type of school (e.g. special schools for the deaf or blind) and were encouraged to code all transcripts from one school at a time. Coders were encouraged to ask questions when they encountered unknown abbreviations or course names, and to share pertinent information they discovered with other coders.

During earlier transcript collection for a subsample of youth (see Appendix A), coders had communicated with data collectors at schools whenever there was a question about transcript data. This information was retained and was entered into a binder that was available to coders for reference. In addition, a library of school catalogues from the sample schools was available to coders, which was a valuable reference tool.

We sent letters asking for clarification of questions that involved schools with many students or questions that involved large sections of a transcript. Toward the end of the school year, we also made phone calls to ask for the same kind of information. Any data collected that might be of general use was entered into the reference notebook.

To promote accuracy of codes, coders were requested to use an "Unknown" code when codes could not be resolved by any available means.

Student School Program Surveys and School Background Surveys

When data collectors submitted data for current students, an SRI staff member checked that all the students for whom a data collector was responsible were accounted for. Data collectors who failed to provide completed information or an explanation were sent a reminder letter and additional instruments corresponding to the missing items. Surveys were logged into the computer tracking file, data collector payment forms were processed, and completed surveys were edited.

An editing/coding manual was developed by SRI staff for the manual coding and editing process. Procedures for editing and coding, as well as item-by-item editing and coding instructions, were included in the manual. Several temporary staff members were hired as editors/coders. In addition to reading the training manual carefully, these individuals participated in a training session led by a project supervisor who reviewed all the material in the training manual, answered questions about the editing and coding process, and gave instructions on what to do when there was a problem with a survey. Editor/coders were closely supervised during the beginning of the editing process. After the first several weeks, the supervisor reviewed their work periodically and discussed questions that came up.

The first step in the manual editing/coding process was to check that answers were legible for keypunching and that the data collector followed directions correctly (e.g., the right number of codes were circled, the appropriate skip patterns were followed, etc.). Next, the editor looked for systematic errors committed by a particular data collector. The editor then identified forms with items missing and tried to fill in missing information based on information in other parts of the survey. Finally, the editor/coder assigned codes to responses written in as "other, specify" on the surveys. The coder checked to see whether the response fit into one of the precoded categories. For those that did not, additional codes were developed and used systematically for coding all other surveys.

All edits were made in red pencil, and each type of survey was edited by only one person to insure consistency. Editors were instructed always to check with the supervisor if they were uncertain how to edit a particular item. During the editing process, additional editing rules were developed and documented by the supervisor.

After the surveys were manually edited and coded, they were keypunched and 100% key verified. At several stages, data were machine cleaned. The computer program identified inconsistencies (e.g., the data collector said that the student did not receive special education services, but all of the student's courses were listed as special education courses), unacceptable ranges (e.g., number of youth in a classroom as 100), and missing data that might be obtained from other items on the form (e.g., the data collector indicated that the

student never took any vocational courses in one section, but then described a vocational class as part of their current schedule). Often, the hard copy of the survey was pulled to determine the cause of an error or inconsistency.

School Program Content Form

The school program content form was edited using the same method as described for the student school program survey above. In addition, when a specific type of vocational skills training was indicated, we coded the response using the same codes developed for use with transcripts.

REFERENCE

Javitz, Harold (I989). *National Longitudinal Transition Study of Special Education Students: Sampling and Weighting for Data Collection, Wave 1 (1987).* Menlo Park, CA: SRI International.

Appendix A

WAVE 1 SCHOOL PROGRAM AND EXITER SUBSTUDIES

The design of the NLTS included collecting data for all youth at two points in time. To describe in greater detail the dynamic experiences of youth in the study, two substudies were designed to collect data between Wave 1 and Wave 2. Because previous research had shown that the greatest fluctuations are experienced by youth with less severe disabilities, the sample for the substudies was limited to youth with "mild" impairments--that is, youth with learning disabilities, emotional disturbances, speech impairments, or mild or moderate mental retardation, as reported by schools, school districts or parents (see Wagner et al., 1991). These disabilities account for approximately 90 percent of youth in secondary special education programs.

The "school program" substudy was undertaken to examine in-depth the experiences of youth during their entire secondary school career. The substudy collected 4-year school transcripts, and information on the students' school programs and on the schools themselves for approximately 450 youth from the original Wave 1 sample who were in their last year of secondary school in 1988-89 or 1989-90. Instruments and data collection methods were virtually identical to those described in the body of this report.

To examine the experiences of youth in their first few years after secondary school, the "exiter substudy" conducted telephone interviews regarding more than 800 youth who were already out of secondary school at the time of the Wave 1 interview. The instrument for the substudy was very similar to that used in the Wave 2 parent/youth interview, containing sections on a wide range of topics, including adult services, postsecondary schooling, employment, residential arrangements, and social activities. Pretests of the instrument for this substudy revealed that youth were not accurate reporters of receipt of adult services, which led to dividing the questionnaire into two parts and administering part 1 to the parent/guardian and part 2 to either the parent or the youth, depending on the youth's ability to answer questions.

Appendix B

PARENT/YOUTH INTERVIEW INSTRUMENT

SRI Project Number 3521
NATIONAL LONGITUDINAL TRANSITION STUDY
OF SPECIAL EDUCATION STUDENTS

YEAR 3: 1990 PARENT/YOUTH INTERVIEW

NOTE: The interview will be conducted using Computer Assisted Telephone Interviewing (CATI). The CATI computer system will be linked to a data file containing the following information on each youth in the Year 3 sample:

Parent/guardian name, address, and phone number.

Name and phone numbers for individuals who might know where parent/guardian is living, if parent/guardian is no longer at the above location.

Youth's name, birthdate, age.

Whether a parent interview was completed in Year 1.

Whether any interview was completed in the Exiter Substudy.

Relationship of the most recent "parent/guardian" interview respondent (in Year 1 or exiter substudy) to the youth (i.e., youth's mother, aunt, father).

Whether youth was in junior or senior high school in Year 1 interview and whether the school was a special school.

Youth's gender, disability, secondary school status in most recent interview (Year 1 or exiter substudy), graduation status (e.g., graduate, dropout), current age.

Whether parent/guardian respondent to most recent interview indicated youth could answer questions for him/herself.

Whether youth is in the dual-respondent subsample (for this sample, some items will be repeated for both the parent and youth).

This information will be accessed by the computer at various points in the interview so that, for example, the youth's name will appear in each question where (NAME) is indicated. Similarly, the computer will specify the appropriate gender of the youth in the questions (i.e., he or she). The parent/guardian name will be used in the screening, as well as the relationship to the youth.

The CATI system will display each questionnaire item on a computer screen, with the appropriate instructions to the interviewer and response categories. Response categories will not be read to the respondent by the interviewer unless the instructions in capital letters specifically indicate READ CATEGORIES. When the interviewer enters into the computer the response, the computer will automatically skip to the next appropriate item.

NOTE: UNLESS OTHERWISE NOTED, All "DON'T KNOW'S" ARE CODED EITHER 8, IN SINGLE DIGIT FIELDS, OR 98 IN 2-COLUMN FIELDS. ALL "OTHER (SPECIFY)"'s ARE CODED EITHER 7, IN A SINGLE DIGIT FIELD, OR 97 IN A 2-COLUMN FIELD. ALL REFUSALS TO AN ITEM ARE CODED EITHER 9, IN A SINGLE DIGIT FIELD, OR 99 IN A 2-COLUMN FIELD.

SCREEN FOR APPROPRIATE RESPONDENT

First Call Attempt that Reaches a Respondent~

*S1. (IF THE NAME OF THE PARENT/GUARDIAN IS NOT AVAILABLE, USE SECOND WORDING.) Hello. My name is_____, calling for the Stanford Research Institute. May I please speak with

(NAME OF PARENT/GUARDIAN) or
(NAME OF YOUTH and RELATIONSHIP OF PARENT/GUARDIAN TO YOUTH).

(IF THERE ARE 2 NAMES FOR THE PARENT/GUARDIAN, E.G., JOHN AND MARY DOE, ASK FOR THE FEMALE; IF CHILD ANSWERS, AND FEMALE IS UNAVAILABLE, ASK FOR SECOND NAME OR ANOTHER ADULT IN THE HOUSEHOLD. EXAMPLE OF HOW SECOND WORDING SHOULD READ IS "MAY I PLEASE SPEAK WITH JOHN SMITH'S MOTHER?")

		308
GO TO S3	Available	1
CALLBACK	Not available	2
GO TO S2a	Adult never available	3
DOCUMENT ON HARDCOPY	No answer/nonworking #/busy	4
GO TO S2b	Person on phone is youth--makes inquiry re purpose of call	5

*S2a. Perhaps someone else can help me. GO TO S3

*S2b. (IF FILE INDICATES YOUTH CAN ANSWER QUESTIONS FOR SELF, INCLUDE WORDING IN PARENTHESES "AND THEN...") I'm calling about a study that the Stanford Research Institute is doing for the U.S. Department of Education about what young people do during and shortly after they leave high school. You and your family have been selected to be in the study. I have a few questions I would like to ask your (PARENT/GUARDIAN'S RELATIONSHIP TO YOUTH) (and then I might want to ask you a few questions too). Is your (RELATIONSHIP) there now?

		309
GO TO S3	Available	1
GO TO CALLBACK	Not available	2
SEE NOTE A (BEFORE S2C)	Youth refuses to let you speak to parent	3

NOTE A: INTERVIEW WAS BEGUN WITH YOUTH ANOTHER TIME AND A3=98, CALL BACK; ELSE CONTINUE WITH S2C.

*S2c. Perhaps you can help me. What you tell me will be kept private. BEGIN INTERVIEW AT SECTION A, Q.A3.

*S3. I'm calling about a study that the Stanford Research Institute is doing for the U.S. Department of Education to learn about young peoples' experiences during and shortly after they leave high school. (NAME) is in the study. We would like to find out what kinds of experiences (NAME) is having now. I have a few questions I would like to ask the best adult to tell me about him/her. Who would that be?

310

GO TO NOTE C	Person speaking with (not youth)	1
GO TO S4A	Someone else (not youth)	2
GO TO NOTE B	Never available, doesn't know	3
"	Youth is best respondent	4
"	Person speaking with (youth)	5

NOTE B: YOUTH NOT ELIGIBLE FROM PREVIOUS CALL:
IF S3=3,4 TERMINATE; IF S3=5 CALL BACK.
ELSE:
IF S3=3,4 GO TO S4B; IF S3=5
BEGIN INTERVIEW AT SECTION A, Q.A3.

*S4A. Could you tell me the name of the person? (RECORD NAME OF PERSON AND ASK TO SPEAK WITH THAT PERSON)

Name of person: 311-330 CB# 331-340

*S4B. (IF S3=3,4 USE YOUTH'S NAME) Is (NAME OF PERSON FROM S4A/YOUTH'S NAME) available to answer the phone now?

341

GO TO S5a	Available (not youth)	1
GO TO NOTE D	Unavailable(not youth)	2
GO TO S10	Available (youth)	3
GO TO S9	Unavailable (youth)	4

NOTE C: IF THERE IS NO NAME FOR THE PERSON SPEAKING WITH ON THE DATA FILE, ASK S5. IF THERE IS A NAME FOR THE PERSON SPEAKING WITH ON THE SAMPLE FILE, GO TO NOTE D.

*S5. Could you please tell me your name? (RECORD NAME)

Name: (same cols. as Q.S4A)
GO TO S6

S5a. (TO BE READ WHEN DESIRED RESPONDENT IS ON PHONE.) Hello. My name is_____ _____, calling for the Stanford Research Institute. I'm calling about a study that the Stanford Research Institute is doing for the U.S. Department of Education to learn about young peoples' experiences during and shortly after they leave high school. (NAME) is in the study. We would like to find out what kinds of experiences (NAME) is having now. I have a few questions I would like to ask you.

NOTE D: PERSON REFERRED TO FROM HERE ON AS "DESIRED RESPONDENT" IS PERSON INDICATED IN S3 AS "BEST PERSON TO TALK TO".)

Sex of desired respondent:

Male	01	342
Female	02	

NOTE E: IF DESIRED RESPONDENT WAS ASKED FOR IN TERMS OF HIS/HER RELATIONSHIP TO YOUTH IN S1 (RATHER THAN BY NAME) AND S1=1 AND S3=1, BEGIN INTERVIEW AT A1.

ELSE:

IF DESIRED RESPONDENT IS FEMALE, ASK S6.
IF DESIRED RESPONDENT IS MALE, GO TO S7.
IF INTERVIEWER IS SPEAKING WITH DESIRED RESPONDENT, NEXT QUESTIONS SHOULD REFER TO "YOU" IF THERE IS A CHOICE OF REFERENT; IF NOT,NEXT QUESTIONS REFER TO "HE/SHE".

*S6. What relation (are you/is she) to (NAME)? (IF RESPONSE IS "MOTHER" DO NOT PROBE).

	343-344
Mother (includes adoptive mother)	01
Stepmother	02
Foster mother	03
Legal guardian	04
Sister/step sister	05
Aunt	06
Grandmother	07
Other (SPECIFY)	97
Don't know	98

*S7. What relation (are you/is he) to (NAME)? (IF RESPONSE IS "FATHER" DO NOT PROBE).

	343-344
Father (includes adoptive father)	08
Stepfather	09
Foster father	10
Legal guardian	11
Brother/step brother	12
Uncle	13
Grandfather	14
Other (SPECIFY)	97
Don't know	98

NOTE F: IF S4B=2, GO TO S9

*S8. BEGIN INTERVIEW

*S9. Could you give me a number where I can reach (NAME OF BEST RESPONDENT), and could you suggest the best time to call (him/her)? (SET UP CALLBACK AND RECORD INFORMATION ON SAMPLE SLIP.)

DATE _____

TIME_____

PHONE NUMBER_____

S10. Hello. My name is_____, calling for the Stanford Research Institute. I'm calling about a study that the Stanford Research Institute is doing for the U.S. Department of Education about what young people do during and shortly after they leave high school. You and your family have been selected to be in the study. I have a few questions I would like to ask you.

BEGIN INTERVIEW WITH SECTION A.

PART I: PARENT INTERVIEW

A. Birthdate/Age Screener

IF RESPONDENT IS YOUTH, OR BOTH BIRTHDATE AND AGE ARE MISSING ON SAMPLE FILE, GO TO A3.
IF RESPONDENT IS ADULT:
IF FILE INDICATES BIRTHDATE, ASK A1;
IF FILE SHOWS AGE, GO TO A2.

+A1. Our records show that (NAME) was born in (MONTH/YEAR). Is that correct? (CIRCLE ONE CODE)

345

GO TO NOTE BEFORE B1	Yes	1
GO TO A3	No	2
GO TO NOTE BEFORE A4	Don't know	8

+A2. Our records show that (NAME) is about (NAME'S AGE) now (CIRCLE ONE CODE)? Is that correct?

352

ASK A3	Yes	1
ASK A3	No	2
GO TO NOTE BEFORE B1	Don't know	8

+A3. What is [(NAME'S)/your] correct birthdate? (RECORD NUMBER OR CIRCLE CODE)

IF R IS NOT YOUTH, GO TO NOTE BEFORE Q. B1)
IF R IS YOUTH, GO TO SECTION X, NOTE A))

_____Month 346-347
_____Day 348-349
_____Year 350-351

IF R IS NOT YOUTH GO TO Q. A4)
IF R IS YOUTH, CALL BACK)

Don't know 98

+A4. What is (NAME'S) correct age? (RECORD NUMBER OR CIRCLE CODE)

_____Age 353-354

Don't know 98

B. High School Status

My next questions are about school.

IF COMPSTAT=1,2: (YOUTH GRADUATED OR AGED OUT)
IF EXIT INT=0 AND SCH_INT=0, GO TO B4.
IF EXIT INT=1: IF EX2 IS AUG '87 OR BEFORE, GO TO B10
IF EX2 IS SEPT 87 OR AFTER, GO TO NOTE BEFORE B8
IF SCH_INT=1, GO TO B3.
ELSE CONTINUE WITH B1a.

*B1a. Is (NAME) going to junior or senior high school now? (CIRCLE ONE CODE)

355

ASK B1b	Yes	1
GO TO NOTE BEFORE B2	No	2
GO TO NOTE BEFORE B2	Don't know	8

^B1b. What is (NAME'S) grade level? (SPECIFY NUMBER OR CIRCLE CODE)

_____ 356-357

Youth doesn't have a grade level	00
Don't know	98

IF B1a = 1, GO TO NOTE BEFORE B8.
IF B1a NE 1 AND (YOUTH WAS IN A SPECIAL SCHOOL IN YEAR 1 [SPESCH=1] OR YOUTH'S DISABILITY IS SEVERE [SEVERE=1]) ASK Q. B2a.
ELSE, GO TO B3.

+B2a. Is (NAME) going to a special school for students with learning problems or other disabilities who are of junior or senior high school age? (CIRCLE ONE CODE)

358

ASK B2b	Yes	1
GO TO NOTE BEFORE B3	No	2
GO TO NOTE BEFORE B3	Don't know	8

^B2b. What is (NAME'S) grade level?

356-357 _____

Youth doesn't have a grade level	00
Don't know	98

IF B2a = 1, GO TO NOTE BEFORE B8; ELSE ASK B3.
IF SEVERE = 1 OR SPESCH = 1, READ WORDS IN PARENTHESIS

+B3. Has he/she gone to a junior or senior high school (or a special school) at any time in the past 12 months? (CIRCLE ONE CODE. IF ASKED, SPECIAL SCHOOL IS ONLY FOR STUDENTS OF JUNIOR OR SENIOR HIGH SCHOOL AGE)

359

Yes	1
No	2
Don't know	8

IF (EXIT_INT=1 AND B3=2 AND COMPSTAT NOT BLANK) OR
(SCH_INT=1 AND COMPSTAT=1,2) GO TO B10.

IF SEVERE =1 OR SPESCH = 1, READ WORDS IN PARENTHESIS

#B4. When did (NAME) last attend high school (or special school)? (IF HIS LAST SCHOOL WAS A JUNIOR HIGH SCHOOL, RECORD INFORMATION FOR THIS SCHOOL. RESPONSE MAY BE THE MONTH AND YEAR YOUTH LEFT SCHOOL OR HOW LONG AGO YOUTH LEFT SCHOOL. ENTER APPROPRIATE RESPONSE.)

362

	Days ago	1		
360-361	Weeks ago	2		363-364 Month
number of:	Months ago	3	OR	365-366 Year
	Years ago	4		Don't know 98
	Still in school	5 (GO TO B1a)		
	Never in school	6 (SKIP TO C1)		

*B5. When (NAME) (last) left high school, did he/she graduate, drop out, was he/she suspended or expelled, or was he/she older than the school age limit? (CIRCLE ONE CODE)

367

Graduated	1
Certificated	2
Dropped out	3
Suspended	4
Expelled	5
Aged out	6
Don't know	8

IF YOUTH GRADUATED OR WAS CERTIFICATED [B5 = 1 OR 2], GO TO NOTE BEFORE B8; ELSE ASK B6.

^B6. What was (NAME'S) grade level when he/she last attended school? (SPECIFY NUMBER OR CIRCLE CODE)

368-369

Youth doesn't have a grade level	00
Don't know	98

IF YOUTH DROPPED OUT OF HIGH SCHOOL [B5 = 3], ASK B7;
ELSE GO TO NOTE BEFORE B8.

+B7. Why did he/she leave school? (CIRCLE ALL THAT APPLY)

408-417

Got married	01
Got pregnant or had a child	02
Poor grades/not doing well	03
Wanted/needed to find a job	04
Offered a job, chose to work	05
Wanted to enter military	06
Moved	07
Didn't like school (PROBE)	08
School too dangerous	09
Wanted to travel	10
Friends were dropping out	11
Didn't get into program	12
Illness/disability	13
Couldn't get along with teachers	14
Couldn't get along with students	15
Couldn't get childcare	16
Trouble getting or using transportation	17
Other (SPECIFY)_____	97
Don't know	98

IF B4=BEFORE AUGUST 87, SKIP TO B10.

+B8. What is the full name of the junior or senior high school that (NAME) (is now attending/last attended) (ENTER NAME OF SCHOOL AND LOCATION ON VBA SHEET. ASK FOR SPELLING. PROBE FOR LOCATION: e.g., Where is that located?)

Name of school:_____419(1)_____

Location:_____
Street address City/State

^B9. Which of the following <u>best</u> describes (NAME'S) school? (READ CATEGORIES, CIRCLE <u>ONE</u> CODE)

420

A regular school that serves a wide variety of students,	1
A school that only serves handicapped or disabled students,	2
A vocational technical school, or	3
Some other type of school (PLEASE SPECIFY)_____VBA_____	7
DON'T READ Don't know	8

^B10. Did/has (NAME) go/gone to junior or senior high school continuously or did/has he/she ever leave/left school and then go/gone back? (CIRCLE <u>ONE</u> CODE)

418

Gone continuously	1
Left and went back	2
Don't know	8

C. Residential Arrangements

*C1. My next questions are about (NAME'S) living situation. Where does (NAME) live now? (IF ASKED, WE MEAN THE PLACE THE YOUTH USUALLY SPENDS AT LEAST 5 NIGHTS A WEEK; OK TO READ CATEGORIES IF NEEDED; CIRCLE ONE CODE)

421-422

	With parent or non-family legal guardian	01
	Alone	02
	With a spouse or roommate	03
	With an adult family member other than a spouse or parent	04
	In a residential or boarding school other than a college	05
	In a college dormitory	06
	In military housing in barracks	07
	In a supervised group home	08
	In a mental health facility or institution	09
	In a hospital/medical facility or institution for the disabled	10
	Transient, homeless, on the street, in their car	11
	Jail or correctional facility	12
DON'T READ	Other (SPECIFY)	97
	Don't know	98

IF YOUTH IS NOT IN HIGH SCHOOL NOW [B1 AND B2 NE 1] AND
(C1=1 AND RESPONDENT IS A PARENT [S6=1 to 4 or S7=8 to 11]) OR
(C1=4 AND RESPONDENT IS OTHER FAMILY MEMBER [S6=5 to 7 or S7=12 to 14])
ASK Q. C2; ELSE, GO TO Q. C3

#C2. Do you want (NAME) to be living there now, or do you wish he/she could live somewhere else? (CIRCLE ONE CODE)

423

	Wants youth to be living there	1
	Wants youth to be living elsewhere	2
	Don't know	8

*C3. Has (NAME) lived anywhere else in the last 12 months? (CIRCLE ONE CODE)

424

	Yes	1
GO TO D1	No	2
GO TO D1	Don't know	8

#C4. Where else has (NAME) lived in the past 12 months? (PROBE: Anywhere else?) (CIRCLE ALL THAT APPLY)

425-434

	With parent or non-family legal guardian	01
	Alone	02
	With a spouse or roommate	03
	With an adult family member other than a spouse or parent	04
	In a residential or boarding school other than a college	05
	In a college dormitory	06
	In military housing in barracks	07
	In a supervised group home	08
	In a mental health facility or institution	09
	In a hospital/medical facility or institution for the disabled	10
	Transient, homeless, on the street, in their car	11
	Jail or correctional facility	12
DON'T READ	Other (SPECIFY)	97
	Don't know	98

D. Services

My next questions are about services or training (NAME) might have received. First, I'm going to ask you some questions about now, and then about the past.

*D1. Is (NAME) now getting any career counseling, help in finding a job, training in job skills or vocational education? (CIRCLE ONE CODE)

435

ASK D2a	Yes	1
GO TO D3	No	2
GO TO D13	Of course not, he would never need such a thing (or similar)	3
GO TO D3	Don't know	8

*D2a. What kinds of job training or help is (NAME) now getting? Is he/she getting...(READ LIST, CIRCLE ONE CODE IN EACH ROW)

	LIST	YES	NO	DON'T KNOW	
a.	Testing to find out his/her work interests or abilities.	1	2	8	436
b.	Training in specific job skills, for example car repair, food service, or training for another kind of job.	1	2	8	437
c.	Training in basic skills needed for work, like counting change, telling time, or using transportation to get to work.	1	2	8	438
d.	Career counseling, like help in figuring out jobs (NAME) might be suited to.	1	2	8	439
e.	Help in finding a job or learning to look for one	1	2	8	440
DON'T READ f.	Other (SPECIFY)_____	1	2	8	441

IF RESPONSES TO Q.D2a(a-e) ARE ALL "NO", REPEAT Q.D2a AGAIN AS FOLLOWS: What kinds of job training or help is (NAME) now getting?; CODE THE RESPONSE TO THE Q.D2a(f) "OTHER" CATEGORY YES (CODE 1) AND WRITE THE RESPONSE ON THE SHEET FOR Q.D2a.

*D2b. Who is giving (NAME) job training or help? (PROBE: Anyone else?) (OK TO READ CATEGORIES) (CIRCLE ALL THAT APPLY)

442-451

A regular high school	01
A special school for youth with disabilities	02
A 4- or 2-year (junior or community) college	03
Postsecondary vocational school, trade or technical school	04
A family member or friend	05
Youth's employer (other than military and sheltered workshop)	06
The Vocational Rehabilitation agency (VR, Voc Rehab)	07
Developmental Disabilities agency (DD)	08
Other agency serving persons with disabilities	09
Goodwill/sheltered workshop	10
The military	11
JTPA, Job Corps, other federal job training program	12
Other (SPECIFY) _____	97
Don't know	98

GO TO NOTE BEFORE D7

^D3.Do you think (NAME) needs any job training or help now? (CIRCLE ONE CODE)

452

ASK D4	Yes	1
GO TO NOTE BEFORE D7	No	2
GO TO D13	Of course not, he would never need such a thing (or similar)	3
GO TO NOTE BEFORE D7	Don't know	8

*D4. Has anyone been trying to get job training or help for (NAME)? (CIRCLE ONE CODE)

453

ASK D5	Yes	1
GO TO NOTE BEFORE D7	No	2
GO TO NOTE BEFORE D7	Don't know	8

^D5. What has been done to try to get job training or help for (NAME)? Did someone... (READ LIST, CIRCLE ONE CODE IN EACH ROW)

LIST	YES	NO	DK	
a. Talk to someone else about job training or help for (NAME)	1	2	8	454
b. Call or go to a place that gives job training or help	1	2	8	455
c. Fill out an application form for job training or help for (NAME)	1	2	8	456
d. Do anything else? (PLEASE SPECIFY)	1	2	8	457

_____

*D6. Is (NAME) on a waiting list anywhere to get job training or help? (CIRCLE ONE CODE)

458

Yes	1
No	2
Don't know	8

IF YOUTH ATTENDS HIGH SCHOOL NOW (B1a OR B2a = 1) OR B4 = 6, GO TO NOTE BEFORE D10; ELSE, ASK D7.

*D7. Since high school, has (NAME) had any (other)~ career counseling, help in finding a job, training in job skills or any kind of vocational education? (IF ASKED, THIS COULD INCLUDE HELP FROM A FAMILY MEMBER OR FRIEND; CIRCLE ONE CODE)

459

Yes	1
No	2
Don't know	8

IF D7 = 1, ASK D8a;
IF D7 NE 1 AND D1 = 1, GO TO D9;
ELSE, GO TO NOTE BEFORE D10.

_____

~READ "OTHER" IF D1 = 1.

*D8a. What kinds of job training or help has (NAME) had since high school? Has he/she had...(READ LIST, CIRCLE ONE CODE IN EACH ROW)

	LIST	YES	NO	DON'T KNOW	
a.	Testing to find out his/her work interests or abilities.	1	2	8	460
b.	Training in specific job skills, for example car repair, food service, or training for another kind of job.	1	2	8	461
c.	Training in basic skills needed for work, like counting change, telling time, or using transportation to get to work.	1	2	8	462
d.	Career counseling, like help in figuring out jobs (NAME) might be suited to.	1	2	8	463
e.	Help in finding a job or learning to look for one	1	2	8	464
DON'T READ f.	Other (SPECIFY)_____	1	2	8	465

IF RESPONSES TO Q.D8a(a-e) ARE ALL "NO", REPEAT Q.D8a AGAIN AS FOLLOWS: What kinds of job training or help has (NAME) gotten since high school?

CODE THE RESPONSE TO THE Q.D8a(f) "OTHER" CATEGORY YES (CODE 1) AND WRITE THE RESPONSE ON THE ATTACHED CODING SHEET FOR Q.D8a.

*D8b. Who has given (NAME) this job training or help since high school? (PROBE: Anyone else?) (OK TO READ CATEGORIES) (CIRCLE ALL THAT APPLY)

466-475

A 4- or 2-year (junior or community) college	01
Postsecondary vocational school, trade or technical school	02
A family member or friend	03
Youth's employer (other than military and sheltered workshop)	04
The Vocational Rehabilitation agency (VR, Voc Rehab)	05
Developmental Disabilities agency (DD)	06
Other agency serving persons with disabilities	07
Goodwill/sheltered workshop	08
The military	09
JTPA, Job Corps, other federal job training program	10
Other (SPECIFY) _____	97
Don't know	98

+D9. All together, about how much career counseling, help in finding a job, job training, training in job skills or vocational education has (NAME) had since high school...(READ CATEGORIES; CIRCLE ONE CODE)?

370

	A few days	1
	A few weeks	2
	A few months	3
	About a year	4
	A couple of years, or	5
	Most or all of the time since high school	6
DON'T READ	Don't know	8

IF YOUTH HAS NOT ATTENDED HIGH SCHOOL IN THE PAST 12 MONTHS (B1a, B2a, AND B3 NE 1) AND B4 NE 6, GO TO D13.

IF ([B1a OR B2a = 1] OR B4 = 6) AND D1 = 1, GO TO D12.

IF YOUTH ATTENDS HIGH SCHOOL NOW (B1a OR B2a = 1) OR B4 = 6, QUESTIONS D10, D11 AND D12 SHOULD REFER TO "THE PAST 12 MONTHS." IF YOUTH IS NOT IN HIGH SCHOOL NOW (B1a AND B2a NE 1), BUT ATTENDED HIGH SCHOOL IN THE PAST 12 MONTHS (B3 = 1), QUESTIONS D10, D11 AND D12 SHOULD REFER TO "HIS/HER LAST YEAR IN HIGH SCHOOL."

*D10. (In the past 12 months/During (his or her last year in high school), did (NAME) get any career counseling, help in finding a job, training in job skills or any kind of vocational education? (IF ASKED, THIS COULD INCLUDE HELP FROM A FAMILY MEMBER OR FRIEND; CIRCLE ONE CODE)

371

ASK D11a	Yes	1
GO TO D13	No	2
GO TO D13	Don't know	8

*D11a. What kinds of job training or help did (NAME) get (in the past 12 months/his or her last year in high school)? Did he/she get...(READ LIST, CIRCLE ONE CODE IN EACH ROW)

	LIST	YES	NO	DON'T KNOW	
	a. Testing to find out his/her work interests or abilities.	1	2	8	508
	b. Training in specific job skills, for example car repair, food service, or training for another kind of job.	1	2	8	509
	c. Training in basic skills needed for work, like counting change, telling time, or using transportation to get to work.	1	2	8	510
	d. Career counseling, like help in figuring out jobs (NAME) might be suited to.	1	2	8	511
	e. Help in finding a job or learning to look for one	1	2	8	512
DON'T READ	f. Other (SPECIFY)_____	1	2	8	513

IF RESPONSES TO Q.D11a(a-e) ARE ALL "NO", REPEAT Q.D11a AGAIN AS FOLLOWS: What kinds of job training or help did (NAME) get (in the past 12 months/his or her last year in high school)?

CODE THE RESPONSE TO THE Q.D11a(f) "OTHER" CATEGORY YES (CODE 1) AND WRITE THE RESPONSE ON THE ATTACHED CODING SHEET FOR Q.D11a.

*D11b. Who gave (NAME) this job training or help (the past 12 months/his or her last year in high school)? (PROBE: Anyone else?) (OK TO READ CATEGORIES) (CIRCLE ALL THAT APPLY)

514-523

A regular high school	01
A special school for youth with disabilities	02
A 4- or 2-year (junior or community) college	03
Postsecondary vocational school, trade or technical school	04
A family member or friend	05
Youth's employer (other than military and sheltered workshop)	06
The Vocational Rehabilitation agency (VR, Voc Rehab)	07
Developmental Disabilities agency (DD)	08
Other agency serving persons with disabilities	09
Goodwill/sheltered workshop	10
The military	11
JTPA, Job Corps, other federal job training program	12
Other (SPECIFY) _____	97
Don't know	98

+D12. About how much career counseling, help in finding a job, training in job skills or vocational education did (NAME) get during (the past 12 months/his or her last year in high school)...(READ CATEGORIES; CIRCLE ONE CODE)?

526

	A few days	1
	A few weeks	2
	A few months or	3
	Most or all of the year	4
DON'T READ	Don't know	8

*D13. Is (NAME) now getting any instruction in how to do things like manage money, cook, or keep house, or any other life skills training or occupational therapy, not including instruction from family members or friends? (CIRCLE ONE CODE)

527

ASK D14	Yes	1
GO TO D15	No	2
GO TO D25	Of course not, he would never need such a thing (or similar)	3
GO TO D15	Don't know	8

*D14. Who is giving (NAME) this life skills training or occupational therapy? (PROBE: Anyone else?) (OK TO READ CATEGORIES) (CIRCLE ALL THAT APPLY)

528-537

A regular high school	01
A special school for youth with disabilities	02
A 4- or 2-year (junior or community college)	03
Postsecondary vocational school, trade or technical school	04
A private occupational therapist	05
Developmental disabilities agency, DD	06
Vocational Rehabilitation agency (VR, Voc Rehab)	07
Another agency serving persons with disabilities	08
Hospital or health program	09
Other (SPECIFY)_____	97
Don't know	98

GO TO NOTE BEFORE D19

^D15. Do you think (NAME) needs any life skills training or occupational therapy now? (CIRCLE ONE CODE)

538

ASK D16	Yes	1
GO TO NOTE BEFORE D19	No	2
GO TO D25	Of course not, he would never need such a thing (or similar)	3
GO TO NOTE BEFORE D19	Don't know	8

*D16. Has anyone been trying to get life skills training or occupational therapy for (NAME)? (CIRCLE ONE CODE)

539

ASK D17	Yes	1
GO TO NOTE BEFORE D19	No	2
GO TO NOTE BEFORE D19	Don't know	8

^D17. What has been done to try to get life skills training or occupational therapy for (NAME)? Did someone... (READ LIST, CIRCLE ONE CODE IN EACH ROW)

	LIST	YES	NO	DK	
a.	Talk to someone else about life skills training or occupational therapy for (NAME)	1	2	8	540
b.	Call or go to a place that gives life skills training or occupational therapy	1	2	8	541
c.	Fill out an application form for life skills training or occupational therapy for (NAME)	1	2	8	542
d.	Do anything else? (PLEASE SPECIFY)	1	2	8	543

_____

*D18. Is (NAME) on a waiting list anywhere to get life skills training or occupational therapy? (CIRCLE ONE CODE)

544

Yes	1
No	2
Don't know	8

IF YOUTH ATTENDS HIGH SCHOOL NOW (B1a OR B2a = 1) OR B4 = 6, GO TO NOTE BEFORE D22; ELSE, ASK D19.

*D19. Since high school, has (NAME) had any (other)~ life skills training or occupational therapy, not including instruction from family members or friends? (CIRCLE ONE CODE) (IF NEEDED: This includes instruction in how to do things like manage money, cook, or keep house.)

545

Yes	1
No	2
Don't know	8

IF D19 = 1, ASK D20;
IF D19 NE 1 AND D13 = 1, GO TO D21;
ELSE, GO TO NOTE BEFORE D22.

*D20. Who has given (NAME) this life skills training or occupational therapy since high school? (PROBE: Anyone else?) (OK TO READ CATEGORIES) (CIRCLE ALL THAT APPLY)

546-555

A 4- or 2-year (junior or community college)	01
Postsecondary vocational school, trade or technical school	02
A private occupational therapist	03
Developmental disabilities agency, DD	04
Vocational Rehabilitation agency (VR, Voc Rehab)	05
Another agency serving persons with disabilities	06
Hospital or health program	07
Other (SPECIFY)_____	97
Don't know	98

+D21. All together, about how much instruction has (NAME) had since high school in life skills training or occupational therapy, not including instruction from family members or friends...(READ CATEGORIES; CIRCLE ONE CODE)? (IF NEEDED: This includes how to do things like manage money, cook, or keep house.)

556

	A few days	1
	A few weeks	2
	A few months	3
	About a year	4
	A couple of years, or	5
	Most or all of the time since high school	6
DON'T READ	Don't know	8

~READ "OTHER" IF D13 = 1.

IF YOUTH HAS NOT ATTENDED HIGH SCHOOL IN THE PAST 12 MONTHS (B1a, B2a, AND B3 NE 1) AND B4 NE 6, GO TO D25.

IF ([B1a OR B2a = 1] OR B4 = 6) AND D13 = 1, GO TO D24.

IF YOUTH ATTENDS HIGH SCHOOL NOW (B1a OR B2a = 1) OR B4 = 6, QUESTIONS D22, D23 AND D24 SHOULD REFER TO "THE PAST 12 MONTHS." IF YOUTH IS NOT IN HIGH SCHOOL NOW (B1a AND B2a NE 1), BUT ATTENDED HIGH SCHOOL IN THE PAST 12 MONTHS (B3 = 1), QUESTIONS D22, D23 AND D24 SHOULD REFER TO "HIS/HER LAST YEAR IN HIGH SCHOOL."

*D22. (In the past 12 months/During his or her last year in high school), did (NAME) get any life skills training or occupational therapy, not including instruction from family members or friends? (CIRCLE ONE CODE). (IF NEEDED, This includes instruction in how to do things like manage money, cook, or keep house.)

557

ASK D23	Yes	1
GO TO D25	No	2
GO TO D25	Don't know	8

*D23. Who gave (NAME) this life skills training or occupational therapy (the past 12 months/his or her last year in high school)? (PROBE: Anyone else?) (OK TO READ CATEGORIES) (CIRCLE ALL THAT APPLY)

558-567

A regular high school	01
A special school for youth with disabilities	02
A 4- or 2-year (junior or community college)	03
Postsecondary vocational school, trade or technical school	04
A private occupational therapist	05
Developmental disabilities agency, DD	06
Vocational Rehabilitation agency (VR, Voc Rehab)	07
Another agency serving persons with disabilities	08
Hospital or health program	09
Other (SPECIFY)_____	97
Don't know	98

+D24. About how much instruction did (NAME) get during (the past 12 months/his or her last year in high school) in life skills training or occupational therapy, not including instruction from family members or friends...(READ CATEGORIES; CIRCLE ONE CODE)? (IF NEEDED: This includes how to do things like manage money, cook, or keep house.)

568

	A few days	1
	A few weeks	2
	A few months or	3
	Most or all of the year	4
DON'T READ	Don't know	8

*D25. Is (NAME) now getting any help from a tutor, a reader to help him/her understand written material, or an interpreter to help him/her communicate? (IF ASKED, THIS COULD INCLUDE HELP FROM A FAMILY MEMBER OR FRIEND)? (CIRCLE ONE CODE)

569

ASK D26	Yes	1
GO TO D27	No	2
GO TO D37	Of course not, he would never need such a thing (or similar)	3
GO TO D27	Don't know	8

*D26. Who are (NAME's) tutors, readers, or interpreters? (PROBE: Anyone else?) (OK TO READ CATEGORIES) (CIRCLE ALL THAT APPLY)

608-617

Staff in a regular high school	01
Staff from a special school for youth with disabilities	02
Staff from a 4-year or 2-year (junior/community) college	03
Staff from a postsecondary vocational school, trade, or technical school	04
A family member or friend	05
Another student	06
Staff of the Vocational Rehabilitation agency (VR)	07
Staff of the Developmental Disabilities agency (DD)	08
Staff of another agency that serves persons with disabilities	09
Other (SPECIFY)	97
Don't know	98

GO TO NOTE BEFORE D31

^D27. Do you think (NAME) needs any help from a tutor, reader, or interpreter now? (CIRCLE ONE CODE)

618

ASK D28	Yes	1
GO TO NOTE BEFORE D31	No	2
GO TO D37	Of course not, he would never need such a thing (or similar)	3
GO TO NOTE BEFORE D31	Don't know	8

*D28. Has anyone been trying to get any help from a tutor, reader, or interpreter for (NAME)? (CIRCLE ONE CODE)

619

ASK D29	Yes	1
GO TO NOTE BEFORE D31	No	2
GO TO NOTE BEFORE D31	Don't know	8

^D29. What has been done to try to get help from a tutor, reader, or interpreter for (NAME)? Did someone... (READ LIST, CIRCLE ONE CODE IN EACH ROW)

LIST	YES	NO	DK	
a. Talk to someone else about getting help from a tutor reader, or interpreter for (NAME)	1	2	8	620
b. Call or go to a place that has tutors, readers, or interpreters	1	2	8	621
c. Fill out an application form for a tutor, reader or interpreter for (NAME)	1	2	8	622
d. Do anything else? (PLEASE SPECIFY) _____	1	2	8	623

*D30. Is (NAME) on a waiting list anywhere for a tutor, reader, or interpreter? (CIRCLE ONE CODE)

624

Yes	1
No	2
Don't know	8

IF YOUTH ATTENDS HIGH SCHOOL NOW (B1a OR B2a = 1) OR B4 = 6, GO TO NOTE BEFORE D34; ELSE, ASK D31.

*D31. Since high school, has (NAME) had any (other)~ help from a tutor, a reader, or an interpreter? (IF ASKED, THIS COULD INCLUDE HELP FROM A FAMILY MEMBER OR FRIEND) (CIRCLE ONE CODE)

625

Yes	1
No	2
Don't know	8

IF D31 = 1, ASK D32;
IF D31 NE 1 AND D25 = 1, GO TO D33;
ELSE, GO TO NOTE BEFORE D34.

*D32. Who have been (NAME's) tutors, readers, or interpreters since high school? (PROBE: Anyone else?) (OK TO READ CATEGORIES) (CIRCLE ALL THAT APPLY)

626-635

Staff from a 4-year or 2-year (junior/community) college	01
Staff from a postsecondary vocational school, trade, or technical school	02
A family member or friend	03
Another student	04
Staff of the Vocational Rehabilitation agency (VR)	05
Staff of the Developmental Disabilities agency (DD)	06
Staff of another agency that serves persons with disabilities	07
Other (SPECIFY)	97
Don't know	98

~READ "OTHER" IF D25 = 1.

+D33. All together, about how much help from tutors, readers, or interpreters has (NAME) gotten since high school...(READ CATEGORIES; CIRCLE ONE CODE)?

636

	A few days	1
	A few weeks	2
	A few months	3
	About a year	4
	A couple of years, or	5
	Most or all of the time since high school	6
DON'T READ	Don't know	8

IF YOUTH HAS NOT ATTENDED HIGH SCHOOL IN THE PAST 12 MONTHS (B1a, B2a, AND B3 NE 1) AND B4 NE 6, GO TO D37.

IF ([B1a OR B2a = 1] OR B4 = 6) AND D25 = 1, GO TO D 36

IF YOUTH ATTENDS HIGH SCHOOL NOW (B1a OR B2a = 1) OR B4 = 6, QUESTIONS D34, D35 AND D36 SHOULD REFER TO "THE PAST 12 MONTHS." IF YOUTH IS NOT IN HIGH SCHOOL NOW (B1a AND B2a NE 1), BUT ATTENDED HIGH SCHOOL IN THE PAST 12 MONTHS (B3 = 1), QUESTIONS D35, D36 AND D37 SHOULD REFER TO "HIS/HER LAST YEAR IN HIGH SCHOOL."

*D34. (In the past 12 months/During his or her last year in high school), did (NAME) get any help from a tutor, a reader, or an interpreter? (IF ASKED, THIS COULD INCLUDE HELP FROM A FAMILY MEMBER OR FRIEND) (CIRCLE ONE CODE)

637

ASK D35	Yes	1
GO TO D37	No	2
GO TO D37	Don't know	8

*D35. Who were (NAME's) tutors, readers, or interpreters during (the past 12 months/his or her last year in high school)? (PROBE: Anyone else?) (OK TO READ CATEGORIES) (CIRCLE ALL THAT APPLY)

638-647

Staff in a regular high school	01
Staff from a special school for youth with disabilities	02
Staff from a 4-year or 2-year (junior/community) college	03
Staff from a postsecondary vocational school, trade, or technical school	04
A family member or friend	05
Another student	06
Staff of the Vocational Rehabilitation agency (VR)	07
Staff of the Developmental Disabilities agency (DD)	08
Staff of another agency that serves persons with disabilities	09
Other (SPECIFY)	97
Don't know	98

+D36. About how much help from tutors, readers, or interpreters did (NAME) get during (the past 12 months/his or her last year in high school)...(READ CATEGORIES; CIRCLE ONE CODE)?

648

	A few days	1
	A few weeks	2
	A few months or	3
	Most or all of the year	4
DON'T READ	Don't know	8

*D37. Is (NAME) now getting any speech or language therapy? (IF ASKED, THIS COULD INCLUDE HELP FROM A FAMILY MEMBER OR FRIEND)? (CIRCLE ONE CODE)

649

ASK D38	Yes	1
GO TO D39	No	2
GO TO D49	Of course not, he would never need such a thing (or similar)	3
GO TO D39	Don't know	8

*D38. Who is giving (NAME) speech or language therapy? (PROBE: Anyone else?) (OK TO READ CATEGORIES) (CIRCLE ALL THAT APPLY)

650-659

A regular high school	01
A special school for youth with disabilities	02
A 4- or 2-year (junior or community) college	03
A postsecondary vocational, trade, or technical school	04
A family member or friend	05
A private therapist	06
Vocational Rehabilitation agency (VR/Voc Rehab)	07
Developmental disabilities agency, DD	08
Another agency that serves persons with disabilities	09
Other (SPECIFY)_____	97
Don't Know	98

GO TO NOTE BEFORE D43

^D39. Do you think (NAME) needs any speech or language therapy now? (CIRCLE ONE CODE)

660

ASK D40	Yes	1
GO TO NOTE BEFORE D43	No	2
GO TO D49	Of course not, he would never need such a thing (or similar)	3
GO TO NOTE BEFORE D43	Don't know	8

*D40. Has anyone been trying to get any speech or language therapy for (NAME)? (CIRCLE ONE CODE)

661

ASK D41	Yes	1
GO TO NOTE BEFORE D43	No	2
GO TO NOTE BEFORE D43	Don't know	8

^D41. What has been done to try to get speech or language therapy for (NAME)? Did someone... (READ LIST, CIRCLE ONE CODE IN EACH ROW)

LIST	YES	NO	DK	
a. Talk to someone else about speech or language therapy for (NAME)	1	2	8	662
b. Call or go to place that gives speech or language therapy	1	2	8	663
c. Fill out an application for speech or language therapy for (NAME)	1	2	8	664
d.Do anything else? (PLEASE SPECIFY)	1	2	8	665

*D42. Is (NAME) on a waiting list anywhere for speech or language therapy? (CIRCLE ONE CODE)

666

Yes	1
No	2
Don't know	8

IF YOUTH ATTENDS HIGH SCHOOL NOW (B1a OR B2a = 1) OR B4 = 6, GO TO NOTE BEFORE D46; ELSE, ASK D43.

*D43. Since high school, has (NAME) had any (other)~ speech or language therapy? (IF ASKED THIS COULD INCLUDE HELP FROM A FAMILY MEMBER OR FRIEND) (CIRCLE ONE CODE)

667

Yes	1
No	2
Don't know	8

IF D43 = 1, ASK D44;
IF D43 NE 1 AND D37 = 1, GO TO D45;
ELSE, GO TO NOTE BEFORE D46.

*D44. Who has given (NAME) speech or language therapy since high school? (PROBE: Anyone else?) (OK TO READ CATEGORIES) (CIRCLE ALL THAT APPLY)

668-677

A 4- or 2-year (junior or community) college	01
A postsecondary vocational, trade, or technical school	02
A family member or friend	03
A private therapist	04
Vocational Rehabilitation agency (VR/Voc Rehab)	05
Developmental disabilities agency, DD	06
Another agency that serves persons with disabilities	07
Other (SPECIFY)_____	97
Don't Know	98

~READ "OTHER" IF D37 = 1.

+D45. All together, about how much speech or language therapy has (NAME) gotten since high school...(READ CATEGORIES; CIRCLE ONE CODE)?

708

	A few days	1
	A few weeks	2
	A few months	3
	About a year	4
	A couple of years, or	5
	Most or all of the time since high school	6
DON'T READ	Don't know	8

IF YOUTH HAS NOT ATTENDED HIGH SCHOOL IN THE PAST 12 MONTHS (B1a, B2a, AND B3 NE 1) AND B4 NE 6, GO TO D49.

IF ([B1a OR B2a = 1] OR B4 = 6) AND D37 = 1, GO TO D48.

IF YOUTH ATTENDS HIGH SCHOOL NOW (B1a OR B2a = 1) OR B4 = 6, QUESTIONS D46, D47 AND D48 SHOULD REFER TO "THE PAST 12 MONTHS." IF YOUTH IS NOT IN HIGH SCHOOL NOW (B1a AND B2a NE 1), BUT ATTENDED HIGH SCHOOL IN THE PAST 12 MONTHS (B3 = 1), QUESTIONS D47, D48 AND D49 SHOULD REFER TO "HIS/HER LAST YEAR IN HIGH SCHOOL."

*D46. (In the past 12 months/During his or her last year in high school), did (NAME) get any speech or language therapy? (IF ASKED, THIS COULD INCLUDE HELP FROM A FAMILY MEMBER OR FRIEND) (CIRCLE ONE CODE)

709

ASK D47	Yes	1
GO TO D49	No	2
GO TO D49	Don't know	8

*D47. Who gave (NAME) this speech or language therapy (the past 12 months/his or her last year in high school)? (PROBE: Anyone else?) (OK TO READ CATEGORIES) (CIRCLE ALL THAT APPLY)

710-719

A regular high school	01
A special school for youth with disabilities	02
A 4- or 2-year (junior or community) college	03
A postsecondary vocational, trade, or technical school	04
A family member or friend	05
A private therapist	06
Vocational Rehabilitation agency (VR/Voc Rehab)	07
Developmental disabilities agency, DD	08
Another agency that serves persons with disabilities	09
Other (SPECIFY)_____	97
Don't Know	98

+D48. About how much speech or language therapy did (NAME) get during (the past 12 months/his or her last year in high school)...(READ CATEGORIES; CIRCLE ONE CODE)?

720

	A few days	1
	A few weeks	2
	A few months or	3
	Most or all of the year	4
DON'T READ	Don't know	8

*D49. Is (NAME) now getting any personal counseling or therapy? (IF ASKED, WE MEAN PSYCHOLOGICAL COUNSELING, MENTAL HEALTH SERVICES, DRUG ABUSE THERAPY, OR GROUP COUNSELING; IF ASKED, THIS COULD INCLUDE HELP FROM A FAMILY MEMBER OR FRIEND; CIRCLE ONE CODE)

721

ASK D50	Yes	1
GO TO D51	No	2
GO TO NOTE BEFORE D61	Of course not, he would never need such a thing (or similar)	3
GO TO D51	Don't know	8

*D50. Who is giving (NAME) personal counseling or therapy? (PROBE: Anyone else?) (OK TO READ CATEGORIES) (CIRCLE ALL THAT APPLY)

722-731

A regular high school	01
A special school for youth with disabilities	02
A 4- or 2-year (community or junior) college	03
A postsecondary vocational, technical, or trade school	04
A family member or friend	05
A private therapist	06
The Vocational Rehabilitation agency (VR/Voc Rehab)	07
Developmental disabilities agency, DD	08
Another agency that serves persons with disabilities	09
Hospital, health clinic or program	10
Other (SPECIFY)_____	97
Don't know	98

GO TO NOTE BEFORE D55

^D51. Do you think (NAME) needs any personal counseling or therapy now? (CIRCLE ONE CODE)

732

ASK D52	Yes	1
GO TO NOTE BEFORE D55	No	2
GO TO NOTE BEFORE D61	Of course not, he would never need such a thing (or similar).	3
GO TO NOTE BEFORE D55	Don't know	8

*D52. Has anyone been trying to get any personal counseling or therapy for (NAME)? (CIRCLE ONE CODE)

733

ASK D53	Yes	1
GO TO NOTE BEFORE D55	No	2
GO TO NOTE BEFORE D55	Don't know	8

^D53. What has been done to try to get personal counseling or therapy for (NAME)? Did someone... (READ LIST, CIRCLE ONE CODE IN EACH ROW)

LIST	YES	NO	DK	
a. Talk to someone else about personal counseling or therapy for (NAME)	1	2	8	734
b. Call or go to a place that gives personal counseling ortherapy	1	2	8	735
c. Fill out an application for personal counseling or therapy for (NAME)	1	2	8	736
d. Do anything else? (PLEASE SPECIFY)	1	2	8	737

*D54. Is (NAME) on a waiting list anywhere for personal counseling or therapy? (CIRCLE ONE CODE)

738

Yes	1
No	2
Don't know	8

IF YOUTH ATTENDS HIGH SCHOOL NOW (B1a OR B2a = 1) OR B4 = 6, GO TO NOTE BEFORE D58; ELSE, ASK D55.

*D55. Since high school, has (NAME) had any (other)~ personal counseling or therapy? (IF ASKED THIS COULD INCLUDE HELP FROM A FAMILY MEMBER OR FRIEND) (CIRCLE ONE CODE)

739

Yes	1
No	2
Don't know	8

IF D55 = 1, ASK D56; IF D55 NE 1 AND D49 = 1, GO TO D57; ELSE, GO TO NOTE BEFORE D58.

*D56. Who has given (NAME) personal counseling or therapy since high school? (PROBE: Anyone else?) (OK TO READ CATEGORIES) (CIRCLE ALL THAT APPLY)

740-749

A 4- or 2-year (community or junior) college	01
A postsecondary vocational, technical, or trade school	02
A family member or friend	03
A private therapist/psychiatrist	04
The Vocational Rehabilitation agency (VR/Voc Rehab)	05
Developmental disabilities agency, DD	06
Another agency that serves persons with disabilities	07
Hospital, health clinic or program	08
Other (SPECIFY)_____	97
Don't know	98

+D57. All together, about how much personal counseling or therapy has (NAME) gotten since high school...(READ CATEGORIES; CIRCLE ONE CODE)?

750

	A few days	1
	A few weeks	2
	A few months	3
	About a year	4
	A couple of years, or	5
	Most or all of the time since high school	6
DON'T READ	Don't know	8

IF YOUTH HAS NOT ATTENDED HIGH SCHOOL IN THE PAST 12 MONTHS (B1a, B2a, AND B3 NE 1) AND B4 NE 6, GO TO NOTE BEFORE D61.

IF ([B1a OR B2a - 1] OR B4 =6) AND D49 = 1, GO TO D60.

IF YOUTH ATTENDS HIGH SCHOOL NOW (B1a OR B2a = 1), OR B4 = 6 QUESTIONS D58, D59 AND D60 SHOULD REFER TO "THE PAST 12 MONTHS." IF YOUTH IS NOT IN HIGH SCHOOL NOW (B1a AND B2a NE 1), BUT ATTENDED HIGH SCHOOL IN THE PAST 12 MONTHS (B3 = 1), QUESTIONS D58, D59 AND D60 SHOULD REFER TO "HIS/HER LAST YEAR IN HIGH SCHOOL."

~READ "OTHER" IF D49 = 1.

*D58. (In the past 12 months/During his or her last year in high school), that is, the 1989-1990 school year, did (NAME) get any personal counseling or therapy? (IF ASKED, THIS COULD INCLUDE HELP FROM A FAMILY MEMBER OR FRIEND) (CIRCLE ONE CODE)

751

ASK D59	Yes	1
GO TO NOTE BEFORE D61	No	2
GO TO NOTE BEFORE D61	Don't know	8

*D59. Who gave (NAME) personal counseling or therapy (the past 12 months/his or her last year in high school)? (PROBE: Anyone else?) (OK TO READ CATEGORIES) (CIRCLE ALL THAT APPLY)

	752-761
A regular high school	01
A special school for youth with disabilities	02
A 4- or 2-year (community or junior) college	03
A postsecondary vocational, technical, or trade school	04
A family member or friend	05
A private therapist	06
The Vocational Rehabilitation agency (VR/Voc Rehab)	07
Developmental disabilities agency, DD	08
Another agency that serves persons with disabilities	09
Hospital, health clinic or program	10
Other (SPECIFY)_____	97
Don't know	98

+D60. About how much personal counseling or therapy did (NAME) get during (the past 12 months/his or her last year in high school)...(READ CATEGORIES; CIRCLE ONE CODE)?

762

	A few days	1
	A few weeks	2
	A few months or	3
	Most or all of the year	4
DON'T READ	Don't know	8

IF YOUTH IS ONLY ED [EDONLY=1] GO TO NOTE BEFORE D74;
IF YOUTH IS ONLY LD, HARD OF HEARING, OR SPEECH IMPAIRED [LDHOHSP=1], GO TO D86a;

*D61. Is (NAME) now getting any physical therapy, mobility training, or other help with any physical disabilities? (IF ASKED, THIS COULD INCLUDE HELP FROM A FAMILY MEMBER OR FRIEND; THIS DOES NOT INCLUDE MEDICAL TREATMENT FOR A DISABILITY) (CIRCLE ONE CODE)

763

ASK D62	Yes	1
GO TO D63	No	2
GO TO NOTE BEFORE D75	Of course not, he would never need such a thing (or similar)	3
GO TO D63	Don't know	8

*D62. Who is giving (NAME) this physical therapy, mobility training, or other help with physical disabilities? (PROBE: Anyone else?) (OK TO READ CATEGORIES) (CIRCLE ALL THAT APPLY)

	764-773
A regular high school	01
A special school for youth with disabilities	02
A 4- or 2-year (junior or community) college	03
A postsecondary vocational, technical or trade school	04
A family member or friend	05
A private therapist	06
The Vocational Rehabilitation agency (VR/Voc Rehab)	07
Developmental disabilities agency, DD	08
Another agency that serves persons with disabilities	09
Hospital or health program	10
Other (SPECIFY)_____	97
Don't know	98

GO TO NOTE BEFORE D67

^D63. Do you think (NAME) needs any physical therapy, mobility training, or other help with physical disabilities now? (CIRCLE ONE CODE)

		774
ASK D64	Yes	1
GO TO NOTE BEFORE D67	No	2
GO TO NOTE BEFORE D75	Of course not, he would never need such a thing (or similar)	3
GO TO NOTE BEFORE D67	Don't know	8

*D64. Has anyone been trying to get any physical therapy, mobility training or other help with physical disabilities for (NAME)? (CIRCLE ONE CODE)

775

ASK D65	Yes	1
GO TO NOTE BEFORE D67	No	2
GO TO NOTE BEFORE D67	Don't know	8

^D65. What has been done to try to get physical therapy, mobility training or other help with physical disabilities for (NAME)? Did someone... (READ LIST, CIRCLE ONE CODE IN EACH ROW)

LIST	YES	NO	DK	
a. Talk to someone else about getting help with physical disabilities for (NAME)	1	2	8	808
b. Call or go to place that gives help with physical disabilities	1	2	8	809
c. Fill out an application form for help with physical disabilities for (NAME)	1	2	8	810
d. Anything else? (PLEASE SPECIFY) _____	1	2	8	811

*D66. Is (NAME) on a waiting list anywhere for physical therapy, mobility training, or other help with physical disabilities? (CIRCLE ONE CODE)

812

Yes	1
No	2
Don't know	8

IF YOUTH ATTENDS HIGH SCHOOL NOW (B1a OR B2a = 1) OR B4 = 6, GO TO NOTE BEFORE D70; ELSE, ASK D67.

*D67. Since high school, has (NAME) had any (other)~ physical therapy, mobility training or other help with physical disabilities? (IF ASKED THIS COULD INCLUDE HELP FROM A FAMILY MEMBER OR FRIEND; THIS DOES NOT INCLUDE MEDICAL TREATMENT FOR A DISABILITY) (CIRCLE ONE CODE)

813

Yes	1
No	2
Don't know	8

IF D67 = 1, ASK D68;
IF D67 NE 1 AND D61 = 1, GO TO D69;
ELSE, GO TO NOTE BEFORE D70.

*D68. Who has given (NAME) physical therapy, mobility training, or other help with physical disaiblities since high school? (PROBE: Anyone else?) (OK TO READ CATEGORIES) (CIRCLE ALL THAT APPLY)

814-823

A 4- or 2-year (junior or community) college	01
A postsecondary vocational, technical or trade school	02
A family member or friend	03
A private therapist	04
The Vocational Rehabilitation agency (VR/Voc Rehab)	05
Developmental disabilities agency, DD	06
Another agency that serves persons with disabilities	07
Hospital or health program	08
Other (SPECIFY)_____	97
Don't know	98

+D69. All together, about how much physical therapy, mobility training, or other help with physical disabilities has (NAME) gotten since high school...(READ CATEGORIES; CIRCLE ONE CODE)?

824

	A few days	1
	A few weeks	2
	A few months	3
	About a year	4
	A couple of years, or	5
	Most or all of the time since high school	6
DON'T READ	Don't know	8

IF YOUTH HAS NOT ATTENDED HIGH SCHOOL IN THE PAST 12 MONTHS (B1a, B2a, AND B3 NE 1) AND B4 NE 6, GO TO NOTE BEFORE D74.

IF ([B1a OR B2a = 1] OR B4 = 6) AND D61 =1, GO TO D72.

IF YOUTH ATTENDS HIGH SCHOOL NOW (B1a OR B2a = 1) OR B4 = 6, QUESTIONS D70, D71 AND D72 SHOULD REFER TO "THE PAST 12 MONTHS." IF YOUTH IS NOT IN HIGH SCHOOL NOW (B1a AND B2a NE 1), BUT ATTENDED HIGH SCHOOL IN THE PAST 12 MONTHS (B3 = 1), QUESTIONS D70, D71 AND D72 SHOULD REFER TO "HIS/HER LAST YEAR IN HIGH SCHOOL."

~READ "OTHER" IF D61 = 1.

*D70. (In the past 12 months/During his or her last year in high school), did (NAME) get any physical therapy, mobility training, or other help with physical disabilities? (IF ASKED, THIS COULD INCLUDE HELP FROM A FAMILY MEMBER OR FRIEND; THIS DOES NOT INCLUDE MEDICAL TREATMENT FOR A DISABILITY) (CIRCLE ONE CODE)

825

ASK D71	Yes	1
GO TO NOTE BEFORE D74	No	2
GO TO NOTE BEFORE D74	Don't know	8

*D71. Who gave (NAME) this physical therapy, mobility training, or other help with physical disabilities (the past 12 months/his or her last year in high school)? (PROBE: Anyone else?) (OK TO READ CATEGORIES) (CIRCLE ALL THAT APPLY)

826-835

A regular high school	01
A special school for youth with disabilities	02
A 4- or 2-year (community or junior) college	03
A postsecondary vocational, technical, or trade school	04
A family member or friend	05
A private therapist	06
The Vocational Rehabilitation agency (VR/Voc Rehab)	07
Developmental disabilities agency, DD	08
Another agency that serves persons with disabilities	09
Hospital, health clinic or program	10
Other (SPECIFY)_____	97
Don't know	98

+D72. About how much physical therapy, mobility training, or other help with physical disabilities did (NAME) get during (the past 12 months/his or her last year in high school)...(READ CATEGORIES; CIRCLE ONE CODE)?

836

	A few days	1
	A few weeks	2
	A few months or	3
	Most or all of the year	4
DON'T READ	Don't know	8

D73. Deleted

IF YOUTH IS ONLY LD, HARD OF HEARING OR SPEECH IMPAIRED [LDHOHSP=1]
OR YOUTH IS IN HIGH SCHOOL NOW [B1a OR B2a = 1] OR B4 = 6, GO TO D86a;
ELSE IF C1 OR C4=2,3,6 OR 7 GO TO NOTE BEFORE D80.
ELSE IF C1 OR C4=8 SAY "My next question is about supervised group homes or board and care situations for people with disabilities." and GO TO D76.
ELSE say "My next questions are about supervised group homes or board and care situations for people with disabilities." AND CONTINUE WITH D75.

*D74. (NULL)

*D75. Since high school, has (NAME) ever lived away from home where he/she was supervised by other adults, such as in a supervised group home? (CIRCLE ONE CODE)

844

ASK D76	Yes	1
GO TO D77	No	2
GO TO NOTE BEFORE D80	Of course not, he would never need such a thing (or similar)	3
GO TO D77	Don't know	8

+D76. All together, about how long as (NAME) lived in a home where he/she was supervised by other adults since high school? (READ CATEGORIES; CIRCLE ONE CODE).

845

	A few days	1
	A few weeks	2
	A few months	3
	About a year	4
	A couple of years, or	5
	Most or all of the time since high school	6
DON'T READ	Don't know	8

GO TO NOTE BEFORE D80

*D77. Has anyone been trying to arrange for (NAME) to live away from home in a supervised group home or board and care situation? (CIRCLE ONE CODE)

838

ASK D78	Yes	1	
GO TO NOTE BEFORE D80	No	2	
GO TO NOTE BEFORE D80	Don't know	8	

^D78. What has been done to try to arrange for (NAME) to live away from home in a supervised group home or board and care situation? Did someone... (READ LIST, CIRCLE ONE CODE IN EACH ROW)

LIST	YES	NO	DK	
a. Talk to someone else about a supervised living situation for (NAME)	1	2	8	839
b. Call or go to a supervised group home	1	2	8	840
c. Fill out an application form at a group home	1	2	8	841
d. Do anything else? (PLEASE SPECIFY)	1	2	8	842

*D79. Is (NAME) on a waiting list for a supervised living arrangement? (CIRCLE ONE CODE)

843

Yes	1
No	2
Don't know	8

IF [TSMRPIMH = 1 OR SEVERE = 1] AND [B1a NE 1 AND B2a NE 1] AND C1=6,7,9,10,12, SKIP TO D84
ELSE, IF (YOUTH IS PHYSICALLY IMPAIRED, SENSORY IMPAIRED, MULTIPLY HANDICAPPED, TMR OR SMR [TSMRPIMH=1] OR SEVERE=1) AND YOUTH IS NOT IN HIGH SCHOOL NOW [B1A NE 1 AND B2A NE 1], ASK D80. ELSE, GO TO D86a.

*D80. Next I'd like to ask you about activity centers -- that is, places where people with disabilities have supervised recreation and other activities during the day. Is (NAME) now in a program at an activity center? (CIRCLE ONE CODE)

846

GO TO D85	Yes	1
ASK D81	No	2
GO TO D86a	Of course not, he would never need such a thing (or similar)	3
ASK D81	Don't know	8

*D81. Has anyone been trying to arrange for (NAME) to participate in a program at an activity center? (CIRCLE ONE CODE)

847

ASK D82	Yes	1
GO TO D84	No	2
GO TO D84	Don't know	8

^D82. What has been done to try to arrange for (NAME) to participate in a program at an activity center? Did someone... (READ LIST, CIRCLE ONE CODE IN EACH ROW)

LIST	YES	NO	DK	
a. Talk to someone else about a program at an activity center for (NAME)	1	2	8	848
b. Call or go to an activity center	1	2	8	849
c. Fill out an application form at an activity center	1	2	8	850
d. Do anything else? (PLEASE SPECIFY) _____	1	2	8	851

*D83. Is (NAME) on a waiting list for a program at an activity center? (CIRCLE ONE CODE)

852

Yes	1
No	2
Don't know	8

*D84. Since high school, has (NAME) ever participated in a program at an activity center? (CIRCLE ONE CODE)

853

ASK D85	Yes	1
GO TO D86	No	2
GO TO D86	Don't know	8

+D85. All together, about how long has (NAME) participated in a program at an activity center since high school? (READ CATEGORIES; CIRCLE ONE CODE)

854

	A few days	1
	A few weeks	2
	A few months	3
	About a year	4
	A couple of years, or	5
	Most or all of the time since high school	6
DON'T READ	Don't know	8

+D86a. Has (NAME) or anyone in your household ever GOTTEN A REFERRAL to the state Vocational Rehabilitation Agency to get services for (NAME)? (IF ASKED: The Vocational Rehabilitation Agency is an agency that mainly provides services for persons with disabilities.) (CIRCLE ONE CODE)

855

ASK D86b	Yes	1
GO TO NOTE BEFORE D87	No	2
GO TO NOTE BEFORE D87	Don't know	8

^D86b. Who has referred (NAME) to the Vocational Rehabilitation Agency? (PROBE: ANYONE ELSE?) (CIRCLE ALL THAT APPLY)

856-865

A regular high school	01
A special school for youth with disabilities	02
A 4- or 2-year (junior or community) college	03
A postsecondary vocational, technical or trade school	04
A family member or friend	05
A private doctor or therapist	06
Developmental disabilities agency, DD	07
Hospital or health program	08
Other (SPECIFY)_____	97
Don't know	98

IF (YOUTH IN HIGH SCHOOL [B1a OR B2a = 1] OR B4 = 6) AND (D2b OR D11b OR D14 OR D23 OR D26 OR D35 OR D38 OR D47 OR D50 OR D59 OR D62 OR D71 = 7), PUT 1 IN D88, GO TO D89 AND READ "IN THE PAST 12 MONTHS".

IF YOUTH NOT IN SCHOOL (B1a AND B2a NE 1) AND (D2b OR D14 OR D26 OR D38 OR D50 OR D62 = 7) OR (D8b OR D20 OR D32 OR D44 OR D56 OR D68 = 5) PUT 1 IN D88, GO TO D89 AND READ "SINCE HIGH SCHOOL."

*D87. Has anyone contacted the Vocational Rehabilitation Agency to try to get services for (NAME)? (CIRCLE ONE CODE)

910

	Yes	1
GO TO NOTE BEFORE D98	No	2
GO TO NOTE BEFORE D98	Don't know	8

IF YOUTH IS IN HIGH SCHOOL (B1a OR B2a=1) OR B4=6; IF C1=9,10,12 AND C3=2, TO GO NOTE BEFORE D98, ELSE CONTINUE AND READ "In the past 12 months";
IF OUT OF HIGH SCHOOL (B1a AND B2a NE 1): IF C1=9,10,12 AND C3=2 AND B3=1, GO TO NOTE BEFORE D94. ELSE CONTINUE AND READ "Since in high school" IN QUESTIONS D88-D90

*D88. (In the past 12 months/since high school) has (NAME) been tested or gotten any services from the Vocational Rehabilitation Agency? (CIRCLE ONE CODE)

921

	Yes	1
	No	2
	Don't know	8

IF D88=1:
CONTINUE WITH D89
IF IN HIGH SCHOOL (B1a OR B2a=1) OR B4=6, DO NOT READ D89i-j.
IF D88=2, GO TO NOTE BEFORE D93.
IF D88=8:
IF NOT IN HIGH SCHOOL NOW BUT WAS IN HIGH SCHOOL IN LAST 12 MONTHS (B1a NE 1 AND B2a NE 1 AND B3a=1), GO TO NOTE BEFORE D94
ELSE GO TO NOTE BEFORE D98

*D89. Altogether what kinds of services has (NAME) gotten from the Vocational Rehabilitation Agency (since high school/in the past 12 months)? Has he/she gotten...(READ LIST; CIRCLE ONE NUMBER IN EACH ROW)

	LIST	YES	NO	DK	
a.	Testing	1	2	8	922
b.	Medical examinations	1	2	8	923
c.	Career counseling or guidance	1	2	8	924
d.	Training in specific job skills, for example car repair, food service, or training for another kind of job	1	2	8	925
e.	Training in basic skills needed for work, like counting change, telling time	1	2	8	926
f.	Help finding a job or learning how to look for one	1	2	8	927
g.	Transportation to get to work	1	2	8	928
h.	Other help with transportation	1	2	8	929
i.	Help with tuition expenses for schooling since high school	1	2	8	930
j.	Other help with schooling since high school, such as counseling or guidance	1	2	8	931
k.	Help with expenses (other than school tuition)	1	2	8	932
l.	Anything else? (PLEASE DESCRIBE) _____	1	2	8	933

FOR D90: IF B1a NE 1 AND B2a NE 1, READ ALL CATEGORIES AND READ "About a year" for category 4; IF B1a=1 OR B2a=1 OR B4=6, DO NOT READ CATEGORIES 5 AND 6, AND READ "Most of the year" for category 4.

+D90. All together, about how much help from the Vocational Rehabilitation Agency has (NAME) gotten (since high school/in the past 12 months)?...(READ CATEGORIES; CIRCLE ONE CODE)

934

	A few days	1
	A few weeks	2
	A few months	3
	About a year/most of the year	4
	A couple of years, or	5
	Most or all of the time since high school	6
DON'T READ	Don't know	8

IF C1=9,10,12:
IF NOT IN HIGH SCHOOL NOW BUT WAS IN HIGH SCHOOL IN THE PAST 12 MONTHS (B1a NE 1 AND B2a NE 1 AND B3a=1) GO TO NOTE BEFORE D94
ELSE GO TO D97
IF (D2b OR D14 OR D26 OR D38 OR D50 OR D62=7) GO TO D92
ELSE CONTINUE

*D91. Is (NAME) now getting any of those services? (CIRCLE ONE CODE)

866

ASK D92	Yes	1
GO TO NOTE BEFORE D93	No	2
GO TO NOTE BEFORE D93	Don't know	8

IF IN HIGH SCHOOL (B1a OR B2a=1) OR B4=6 DO NOT READ D92i-j.

*D92. Which of those services is (NAME) getting now from the Vocational Rehabilitation Agency? (READ LIST; CIRCLE ONE NUMBER IN EACH ROW)

LIST	YES	NO	DK	
a. Testing	1	2	8	867
b. Medical examinations	1	2	8	868
c. Career counseling or guidance	1	2	8	869
d. Training in specific job skills, for example car repair, food service, or training for another kind of job	1	2	8	870
e. Training in basic skills needed for work, like counting change, telling time	1	2	8	871
f. Help finding a job or learning how to look for one	1	2	8	872
g. Transportation to get to work	1	2	8	873
h. Other help with transportation	1	2	8	874
i. Help with tuition expenses for schooling	1	2	8	875
j. Other help with schooling, such as counseling or guidance	1	2	8	876
k. Help with expenses (other than school tuition)	1	2	8	908
l. Anything else? (PLEASE DESCRIBE) _____	1	2	8	909

IF NOT IN HIGH SCHOOL NOW BUT WAS IN HIGH SCHOOL IN THE PAST 12 MONTHS (B1a NE 1 AND B2a NE 1 AND B3a=1) GO TO NOTE BEFORE D94
ELSE GO TO NOTE BEFORE D98

NOTE A:

IF YOUTH NEVER GOT SERVICES (D88=2):
IF YOUTH HAS BEEN OUT OF HIGH SCHOOL LESS THAN 12 MONTHS AND HAS BEEN INSTITUTIONALIZED THE FULL 12 MONTHS (B1a NE 1 AND B2a NE 1 AND B3a=1 AND C1=9,10,12 AND C3=2) GO TO NOTE BEFORE D98.
ELSE CONTINUE AND READ "DIDN'T (NAME) GET"

IF YOUTH GOT SERVICES IN THE PAST BUT ISN'T GETTING NOW (D88=1 AND D91=2,8):
IF C1=9,10,12 GO TO NOTE BEFORE D98.
ELSE CONTINUE AND READ "ISN'T (NAME) GETTING"

*D93. Why (didn't (NAME) get/isn't (NAME) getting) services from the Vocational Rehabilitation agency? (CIRCLE ALL THAT APPLY)

	911-920
Never actually applied for services/did not follow-up on contact	01
Youth/family did not like what was available or decided to pursue other options	02
Just applied/waiting to hear from VR/VR still evaluating (NAME)	03
On waiting list for services	04
No services were available	05
VR never called back	06
Youth did not qualify: handicap too severe	07
Youth did not qualify: handicap too mild	08
Youth did not qualify: VR found no disabling condition	09
Youth did not qualify: too young, not ready, still in high school	10
Youth did not qualify: other reason or reason not given	11
Youth completed program	12
Youth moved	13
VR discontinued service	14
Other (SPECIFY)	97
Don't know	98

IF YOUTH IS CURRENTLY IN HIGH SCHOOL (B1a OR B2a=1) OR B4=6 OR IS NOT IN HIGH SCHOOL AND DID NOT ATTEND HS IN THE LAST 12 MONTHS (B1a NE 1 AND B2a NE 1 AND B3a NE 1) GO TO NOTE BEFORE D98.
IF (D11b OR D23 OR D35 OR D47 OR D59 OR D71 = 7) GO TO D95.
ELSE CONTINUE

*D94. During his/her last year in high school, was (NAME) tested or did he/she get any services from the Vocational Rehabilitation Agency?

935

CONTINUE WITH D95	Yes	1
GO TO NOTE BEFORE D98	No	2
GO TO NOTE BEFORE D98	Don't know	8

*D95. What kinds of services did (NAME) get during his/her last year in high school from the Vocational Rehabilitation Agency? Did he/she get...(READ LIST; CIRCLE ONE NUMBER IN EACH ROW)

LIST	YES	NO	DK	
a. Testing	1	2	8	936
b. Medical examinations	1	2	8	937
c. Career counseling or guidance	1	2	8	938
d. Training in specific job skills, for example car repair, food service, or training for another kind of job	1	2	8	939
e. Training in basic skills needed for work, like counting change, telling time	1	2	8	940
f. Help finding a job or learning how to look for one	1	2	8	941
g. Transportation to get to work	1	2	8	942
h. Other help with transportation	1	2	8	943
i. Help with expenses (other than school tuition)	1	2	8	944
j. Anything else? (PLEASE DESCRIBE) _____	1	2	8	945

+D96. About how much help from the Vocational Rehabilitation Agency did (NAME) get during his/her last year in high school...(READ CATEGORIES; CIRCLE ONE CODE)?

946

	A few days	1
	A few weeks	2
	A few months or	3
	Most or all of the year	4
DON'T READ	Don't know	8

+D97. (NULL)

IF YOUTH ATTENDS HIGH SCHOOL NOW (B1a OR B2a = 1) OR B4 = 6, GO TO SECTION E; ELSE, ASK D98.

^D98. Since high school, has (NAME) received any other kinds of services or help because of a disability, other than those we have talked about? (CIRCLE ONE CODE)

947

ASK D99	Yes	1
GO TO E1	No	2
GO TO E1	Don't know	8

^D99. Could you describe those services? (Probe: Was that received because of a disability?)

948(1)

_____

_____

_____

_____

E. Independence

My next questions are about other things (NAME) might be doing.

#E1. How well could (NAME) do each of the following things on his/her own without help? (READ FIRST ITEM) Could he/she do it very well, pretty well, not very well, or not at all well? (READ REMAINING ITEMS; IF YOUTH HASN'T DONE AN ACTIVITY ASK: How well could he/she do it if he/she had the chance?) (CIRCLE ONE CODE FOR EACH ITEM)

	VERY WELL	PRETTY WELL	NOT VERY WELL	NOT AT ALL WELL	DON'T KNOW	
a. Go to a library or community swimming pool	4	3	2	1	8	949
b. Use public transportation to get around town, like a bus or taxi	4	3	2	1	8	950
c. Buy his/her own clothes at a store	4	3	2	1	8	951
d. Arrange a plane or train trip to go out of town	4	3	2	1	8	952

#E2. How well does (NAME) usually get along with other people? Would you say he/she gets along... (READ CATEGORIES, CIRCLE ONE CODE)

953

Very well	4
Pretty well	3
Not very well, or	2
Not at all well	1
Don't know	8

IF (C1 NE 1 and RESPONDENT IS A PARENT [S6=1 to 4 or S7=8 to 11]) OR (C1 NE 1 and C1 NE 4 and RESPONDENT IS OTHER FAMILY MEMBER [S6=5 to 7 or S7=12 to 14])
ASK E3;
ELSE, GO TO NOTE BEFORE E4

#E3. About how often do you talk with (NAME) by phone or in person? Do you talk with (him/her)... (READ CATEGORIES, CIRCLE ONE CODE)

954

	About every day	1
	A few times a week	2
	About once a week	3
	Every few weeks	4
	Every few months, or	5
	Less often than that?	6
DON'T READ	Don't know	8

IF YOUTH IS NOT IN HIGH SCHOOL (B1a OR B2a NE 1), ASK E4; ELSE, GO TO Q. E5.

+E4. Does (NAME) usually get money for living expenses from his/her family or guardians? (CIRCLE ONE CODE)

955

Yes	1
No	2
Don't know	8

*E5. Does (NAME) get money or benefits from any of the following programs? (READ LIST; CIRCLE ONE CODE FOR EACH ITEM)

	LIST	YES	NO	DON'T KNOW	
	a. Social Security Disability Insurance (SSDI)	1	2	8	956
	b. Social Security Survivors Benefit	1	2	8	957
	c. Supplemental Security Income (SSI)	1	2	8	958
	d. Medicaid or another state-supported health care program	1	2	8	959
	e. Aid to Families with Dependent Children (AFDC)	1	2	8	960
	f. Public assistance (not including foster care)	1	2	8	961
	g. Food Stamps	1	2	8	962
	h. Unemployment insurance	1	2	8	963
DONT READ	i. Other (SPECIFY) VBA	1	2	8	964

IF E5d=2 OR 8, ASK E6; ELSE, GO TO NOTE BEFORE F1

#E6. Is (NAME) covered by private health or medical insurance? (CIRCLE ONE CODE) (IF ASKED: This includes parents' private insurance, parents' company [work] insurance) 965

Yes	1
No	2
Don't know	8

F. SCREEN FOR CONTINUATION OF INTERVIEW
ELSE IF EXT INT =0 AND C1=9,10 OR 12 AND C3=2, SKIP TO NOTE BEFORE I42
ELSE IF EXT INT =1 AND C1=9,10 OR 12 AND C3=2, SKIP TO I69
ELSE IF B4 = 6 AND C1 = 9,10 OR 12, SKIP TO I41a
ELSE IF B4 = 6 SKIP TO I6c

IF SAMPLE FILE INDICATES THAT YOUTH IS TMR OR SEVERE OR DEAF OR PARENT HAS EARLIER SAID YOUTH CANNOT ANSWER QUESTIONS FOR HIM/HERSELF (TMR=1 OR SEVERE=1 OR PH6=0 OR DEAF=1) OR IF C1=9,10,12, GO TO PART II: PARENT CONTINUATION
ELSE, ASK F1.

#F1. My next questions are about jobs (NAME) may have had or schools he/she may have gone to in the past 12 months. For example, if (NAME) has a job, I would like to ask such things as what he/she does, how long he/she has worked there, and how much he/she is paid. Would he/she be able to tell me accurately over the telephone about his/her jobs and schooling in the past 12 months? (CIRCLE ONE CODE)

966

Yes	1
No	2
Youth is able, but unavailable (Parent will be respondent)	3
Don't know	8

IF F1 = 1, CONTINUE (WITH NOTE BEFORE G1)
ELSE GO TO NOTE BEFORE I1.

G. Questions for Parents of Subsample of Youth Who Can Answer for Themselves

IF YOUTH IS IN DUAL-RESPONDENT SUBSAMPLE, ASK G1;
ELSE, GO TO Q. H1.

*G1a. Before I go, could you tell me does (NAME) have a paid job now that I should ask him about? (CIRCLE ONE CODE)

968

ASK G1b.	Yes	1
GO TO NOTE BEFORE G2.	No	2
GO TO NOTE BEFORE G2.	Don't know	8

*G1b. About how much is (NAME) paid at this job? (PROBE: Is that per hour? IF ASKED, WE WANT PAY BEFORE TAXES OR DEDUCTIONS; ENTER NUMBER/CIRCLE ONE CODE)

976

$ 969-975
Pay per:

Hour	1
Week	2
Month	3
Year	4
Minimum wage	0
Don't know	8

IF YOUTH IS NOT IN HIGH SCHOOL NOW (B1a OR B2a NE 1), ASK G2; ELSE GO TO G3.

*G2. And has (NAME) gone to any of the following types of schools in the past 12 months that I should ask about? (READ LIST, CIRCLE ONE NUMBER IN EACH ROW)

LIST	YES	NO	DK	
a. A 2-year, junior, or community college	1	2	8	1008
b. A vocational or trade school	1	2	8	1009
c. A 4-year college	1	2	8	1010

GO TO H1.

*G3. Does (NAME) belong to any school or other groups, like a sports teams, or band? (CIRCLE ONE CODE)

1011

Yes	1
No	2
Don't know	8

H. Tracing Questions

*H1. (NULL)

NOTE:
IF (C1 = 1 and RESPONDENT IS PARENT [S6=1 to 4 or S7=8 to 11]) OR
C1 = 4 and RESPONDENT IS OTHER FAMILY MEMBER [S6=5 to 7 or S7=12 to 14])
ASK H2
ELSE GO TO H3

*H2. May I speak to (NAME) now? (CIRCLE ONE CODE)

GO TO CHECKPOINT BEFORE L1	Youth is available	1
	Youth can be reached at this number but not available now	2
GO TO H3	Youth can better be reached at other number	3

IF H2=2, ARRANGE FOR CALLBACK AND TERMINATE WITH: Thank you very much for your help in answering these questions.

*H3. What is the address (and telephone number) where I am most likely to reach (NAME)? (PROBE FOR COMPLETE ADDRESS. IF YOUTH IS NOT DEAF [DEAF=0], OBTAIN PHONE NUMBER, INCLUDING AREA CODE. IF YOUTH HAS NO HOME PHONE NUMBER, PROBE FOR ANOTHER NUMBER WHERE HE/SHE COULD BE REACHED, SUCH AS A WORK NUMBER OR A FRIEND'S NUMBER.)

STREET ADDRESS: (STREET) 1608-1637
CITY/STATE/ZIP: 1638-1667 (CITY) 1668-1669 (STATE) 1670-1674 (ZIP)
PHONE: 1708-1717

Thank you very much for your help in answering these questions.

NOTE:

CONTACT YOUTH, AND PICK UP INTERVIEW AT
NOTE AT BEGINNING OF PART 3: YOUTH CONTINUATION.

Youth available	1
(Callback) NA, busy, not currently available	2
NW, RN, (callback) write problem sheet	3
Call in - CB	4
Can never be reached	5

PART II: PARENT CONTINUATION

IF SKIP HERE FROM CHECKPOINT BEFORE F1, SAY: Now, I would like to ask a few questions about (NAME'S) work experience.

IF SKIP HERE FROM F1 OR F2, SAY: Then I would like to ask you a few questions about (NAME'S) work experience.

I. Employment Outcomes

IF YOUTH ATTENDS HIGH SCHOOL NOW (B1a OR B2a = 1), ASK I1. ELSE, GO TO I5.

+I1. Has (NAME) had a work-study job in the past 12 months, that is, a job (he/she) did as part of the school program or that (he/she) did for school credit? (CIRCLE ONE CODE)

1013

	Yes	1
GO TO I5	No	2
GO TO I5	Don't know	8

+I2. Does (NAME) have a work-study job now? (CIRCLE ONE CODE)

1014

	Yes	1
	No	2
	Don't know	8

+I3. What has (he/she) done on his/her work study job? (PROBE: Can you tell me a little about the place (NAME) did this work.) (ENTER ALL ACTIVITIES FOR A SINGLE JOB ON THE SAME LINE: ENTER EACH JOB ON A DIFFERENT LINE, ON THE VBA SHEET).

1015

	Don't know	8

^I4. Has (NAME) gotten paid for this work? (CIRCLE ONE CODE)

1016

	Yes	1
	No	2
	Don't know	8

GO TO NOTE BEFORE I6

+I5. Did (NAME) ever have a work-study job in high school -- that is, a job (he/she) did as a part of the school program or that (he/she) did for school credit? (CIRCLE ONE CODE)

1017

	Yes	1
	No	2
	Don't know	8

IF C1=9,10,12, GO TO I41a.
IF YOUTH HAS A WORK-STUDY JOB (I1=1), SAY: "My next questions are about paid jobs other than work study jobs."

I6a. (NULL)
Icb. (NULL)
*I6c. Does (NAME) have a paid job now (other than a work study job)?
(IF ASKED, DO NOT INCLUDE WORK AROUND THE HOUSE FOR WHICH YOUTH GETS PAID)
(CIRCLE ONE CODE)

1529

	Yes	1
GO TO I37	No	2
GO TO I37	Don't know	8

*I7. How many paid jobs does (NAME) have (other than his/her work study job)? (IF ASKED, DO NOT INCLUDE WORK AROUND THE HOUSE FOR WHICH YOUTH GETS PAID; ENTER NUMBER OR CIRCLE CODE)

1020-1021 number

Don't know 98

IF YOUTH HAS ONLY 1 PAID JOB (I7=1), SKIP TO I9.

#I8. Thinking about all of the paid jobs (NAME) has, does he/she usually work part time or full time? (IF ASKED, BY FULL-TIME WE MEAN MORE THAN 34 HOURS PER WEEK. IF MORE THAN ONE JOB, PLEASE ADD ALL HOURS TOGETHER.)

1022

Part time	1
Full time	2
Don't know	8

*I9. IF HAS ONLY ONE PAID JOB (I7=1), ASK: What kind of job does (NAME) have? IF HAS MORE THAN 1 PAID JOB (I7>1), ASK: My next questions are about the job at which (NAME) spends the most time. What kind of work does (NAME) do at the job where he/she spends the most time? (PROBE FOR WHAT KINDS OF THINGS THE YOUTH DOES AT THE JOB AND THE KIND OF PLACE HE/SHE DOES THE WORK, E.G.,: Can you tell me a little about the place (NAME) does this work? What kinds of things does (NAME) do there?
(RECORD COMPLETE INFORMATION ON VBA SHEET AT Q.I9)

1023

If only mentions jobs around own house	1
Everything else	2
Don't know	98

IF YOUTH'S JOB IS WORK AROUND HIS/HER OWN HOUSE FOR WHICH HE/SHE GETS PAID (E.G., CHORES FOR WHICH HE/SHE GETS ALLOWANCE), GO TO I37.

IF YOUTH'S DISABILITY IS ONLY LD, SPEECH IMPAIRED, OR HARD OF HEARING (LDHOHSP=1), GO TO I11; ELSE, ASK I10.

IF C1=12, GO TO I11a

*I10. Does (NAME) do this work at a place where most of the other workers are disabled? (CIRCLE ONE CODE)

1024

Yes	1
No	2
Don't know	8

*I11a. About how many hours a week does (NAME) usually work at this job? (IF RESPONSE IS <8 HOURS, PROBE TO CLARIFY IF IT IS HOURS PER DAY OR HOURS PER WEEK. ENTER NUMBER OR CIRCLE CODE)

1027(2)

1025-1026	
Hours per week	
Don't know	98

I11b. (null)

IF I11a or b=DON'T KNOW, ASK I11c; ELSE GO TO I12

#I11c. Does (he/she) usually work part time or full time at this job? (IF ASKED, BY FULL-TIME WE MEAN MORE THAN 34 HOURS PER WEEK.)

1029

Part time	1
Full time	2
Don't know	8

I11d. (null)

*I12. About how much is (NAME) paid at this job? (PROBE: Is that per hour? IF ASKED, WE WANT PAY BEFORE TAXES OR DEDUCTIONS; ENTER NUMBER/CIRCLE ONE CODE)

1038

	Hour	1
$1031-1037	Week	2
Pay per:	Month	3
	Year	4
	Minimum wage	0
	Don't know	8

IF C1=12, SKIP TO I19

#I13. As part of this job, does (NAME) get... (READ LIST) (CIRCLE ONE CODE IN EACH ROW)

LIST	YES	NO	DON'T KNOW	
a. Paid vacation or sick leave	1	2	8	1039
b. Medical or hospital insurance	1	2	8	1040

IF YOUTH IS ONLY LD, SPEECH IMPAIRED, OR HARD OF HEARING (LDHOHSP=1), GO TO I15.

^I14. Does his/her employer get money from a government program that is used to give (NAME) ongoing support services, such as a job counselor or job training? (CIRCLE ONE CODE)

1041

Yes	1
No	2
Don't know	8

#I15.Does (NAME) usually act as if he/she enjoys going to this job, as if he/she dislikes going to this job, or can't you tell? (CIRCLE ONE CODE)

1527

Enjoys going to job	1
Dislikes going to job	2
Can't tell	8

#I16. How does (NAME) usually get to work? (IF RESPONSE IS PROPER NAME, E.G., "BART", PROBE: What is that? OR Who is that?) (CIRCLE ONE CODE)

1046-1047

Walks or rides a bike	01
Youth drives him/herself	02
Gets ride from family member	03
Gets ride from friend/coworker	04
Takes public transportation (e.g., bus, subway, taxi)	05
Service agency provides transportation	06
Other (SPECIFY)	97
Don't know	98

#I17. Did (NAME) find this job him/herself, or did he/she have help like from a temporary agency or someone else you know? (CIRCLE ONE CODE)

1048

GO TO I19	Found the job him/herself,	1
	Had help	2
GO TO I19	Don't know	8

#I18a. Who helped him/her? Was it... (READ CATEGORIES; CIRCLE ALL THAT APPLY)

1049-1052

	Someone in an employment agency or other program	1
	A teacher or someone at a school,	2
	A family member, or	3
	A friend or someone else you know?	4
DON'T READ	Don't know	8

IF I18a = 1, ASK I18b; ELSE GO TO I19.

#I18b. Does someone from the agency or program stay in touch with (NAME) to check on how he/she is doing on the job? (CIRCLE ONE CODE)

1053

Yes	1
No	2
Don't know	8

#I19. About when did (NAME) start this job? (RESPONSE MAY BE THE MONTH AND YEAR YOUTH STARTED, OR HOW LONG AGO HE/SHE STARTED. IF DOESN'T KNOW, ASK: About how long has (NAME) had this job? ENTER APPROPRIATE RESPONSE)

1056

	Days ago	1		1057-1058 Month
1054-1055	Weeks ago	2	OR	1059-1060 Year
Number of:	Months ago	3		
	Years ago	4		Don't know 98

IF I19 GT 11/89,DD,RR, GO TO NOTE BEFORE I22; IF YOUTH WAS IN EXITER SUBSTUDY AND HAD THIS JOB 12 MONTHS OR MORE (EXIT INT=1 AND I19 LE 11/89), GO TO NOTE BEFORE I36a; ELSE, ASK I20a.

#I20a. My next few questions are about this job a year ago. A year ago at this job, about how much was (NAME) paid? (PROBE: Is that per hour? IF ASKED, WE WANT PAY BEFORE TAXES OR DEDUCTIONS; ENTER NUMBER/CIRCLE ONE CODE)

1068

	Hour	1
$1061-1067	Week	2
Pay per:	Month	3
	Year	4
	Same as now	5
	Minimum wage	0
	Don't know	8

IF I20a=8, ASK I20b; ELSE GO TO I21a

#I20b. Was (NAME)'s hourly pay more, less, or about the same a year ago as it is now? (CIRCLE ONE CODE)

1069

Paid more	1
Paid less	2
About the same	3
Don't know	8

#I21a. About how many hours a week did (NAME) usually work at this job a year ago? (IF RESPONSE IS <8 HOURS, PROBE TO CLARIFY IF IT IS HOURS PER DAY OR HOURS PER WEEK. ENTER NUMBER OR CIRCLE CODE)

1072(2)

1070-1071 Hours/Week

Don't know 98

IF I21a or b=DON'T KNOW, ASK I21c; ELSE, GO TO NOTE BEFORE I22.

I21b. (null)

#I21c. Did (NAME) usually work part time or full time then? (IF ASKED, BY FULL-TIME WE MEAN MORE THAN 34 HOURS PER WEEK.)

1074

	Part time	1
	Full time	2
	Don't know	8

IF YOUTH ATTENDS HIGH SCHOOL NOW (B1a OR B2a = 1), GO TO I25a.

#I22. Right before (NAME) found the job he/she has now, was there a time he/she wasn't working? (CIRCLE ONE CODE)

1108

	Yes	1
GO TO NOTE BEFORE I25	No	2
GO TO NOTE BEFORE I25	Don't know	8

#I23. Was (NAME) looking for a job during that time while he/she wasn't working? (CIRCLE ONE CODE)

1109

	Yes	1
GO TO NOTE BEFORE I25	No	2
GO TO NOTE BEFORE I25	Don't know	8

#I24. About how long did (NAME) look for a job during that time before finding one? (ENTER NUMBER AND CIRCLE CODE)

1112

	Days	1
1110-1111	Weeks	2
Number of:	Months	3
	Years	4
	Don't know	8

IF [YOUTH IS NOT IN SCHOOL (B1a NE 1 AND B2a NE 1) AND B4 NE 6] READ "Since High School" in L25a

#I25a. (Since high school) has he/she had any other paid jobs, before (this one/the ones he/she has now) (not including a work-study job)? (CIRCLE ONE CODE)

1113

	Yes	1
GO TO NOTE BEFORE I64	No	2
GO TO NOTE BEFORE I64	Don't know	8

#I25b. (NULL)

My next few questions are about the last job (NAME) had before the one he has now.

#I26. About when did (NAME) start that last job? (IF ASKED, WE MEAN THE MOST RECENT JOB THE YOUTH HAD BEFORE ANY OF THE JOBS HE/SHE HAS NOW; IF YOUTH HAD MORE THAN ONE JOB AT THE SAME TIME BEFORE CURRENT JOB(S), WE WANT THE JOB AT WHICH HE/SHE SPENT THE MOST TIME; RESPONSE MAY BE THE MONTH AND YEAR HE/SHE STARTED OR HOW LONG AGO HE/SHE STARTED. ENTER APPROPRIATE RESPONSE)

1118

	Days ago	1		1119-1120 Month
1116-1117	Weeks ago	2	OR	1121-1122 Year
Number of:	Months ago	3		
	Years ago	4		Don't know 98

#I27. About how long did (NAME) have that job? (RESPONSE MAY BE THE MONTH AND YEAR THE JOB ENDED OR HOW LONG YOUTH HAD IT. ENTER APPROPRIATE RESPONSE)

1125

	Days	1		1126-1127 Month
1123-1124	Weeks	2	OR	1128-1129 Year
Number of:	Months	3		
	Years	4		Don't know 98

#I28a. About how many hours a week did (NAME) usually work at that job? (PROBE TO CLARIFY IF RESPONSE IS HOURS PER DAY OR HOURS PER WEEK; ENTER NUMBER OR CIRCLE CODE)

1132(2)

1130-1131 Hours/Week

Don't know 98

IF I28a or b=DON'T KNOW, ASK I28c; ELSE GO TO I29a

I28b. (null)

#I28c. Did (he/she) usually work part time or full time? (IF ASKED, BY FULL-TIME WE MEAN MORE THAN 34 HOURS PER WEEK.) (CIRCLE ONE CODE)

1135

Part time	1
Full time	2
Don't know	8

#I29a. About how much was (NAME) paid when he left that job? (PROBE: Is that per hour? IF ASKED, WE WANT PAY BEFORE TAXES OR DEDUCTIONS; ENTER NUMBER/CIRCLE ONE CODE)

1143

$1136-1142

Pay per:	
Hour	1
Week	2
Month	3
Year	4
Minimum wage	0
Don't know	8

IF I29a=8, ASK I29b; ELSE GO TO I30

#I29b. Was his/her hourly pay more, less or about the same when he/she left that job as it is now? (CIRCLE ONE CODE)

1144

Pay was more	1
Pay was less	2
About the same	3
Don't know	8

I29c. (null)

#I30. When he/she left that job, did (NAME) quit, was he/she fired, was he/she laid off, or was it a temporary job that ended? (CIRCLE ONE CODE)

1146

	Youth quit	1
GO TO NOTE BEFORE I32	Youth was fired	2
"	Youth was laid off	3
"	Temporary job ended	4
"	Don't know	8

#I31. What was the main reason (NAME) quit? (CIRCLE ONE CODE)

1147-1148

Found a better job	01
Wanted to look for better job	02
Didn't like hours/kind of work/working conditions	03
Wages too low	04
Youth didn't get along with coworkers/boss	05
Youth returned to school	06
Job interfered with school	07
Youth's illness/disability	08
Parents didn't want youth to work	09
Family reasons (e.g., pregnancy, had to care for family member)	10
Moved	11
Too hard to get to the job location	12
Can make more money on disability	13
Other (SPECIFY)	97
Don't know	98

IF I19 OR (I19+L24) IS BEFORE 11/89, GO TO NOTE BEFORE I35a.
IF I26=BEFORE 11/89 GO TO NOTE BEFORE I32.

I31a. In the last 12 months, has (NAME) had any other paid jobs before that job?

1446

	Yes	1
GO TO NOTE BEFORE I32	No	2
GO TO NOTE BEFORE I32	Don't Know	8

I31b. How many paid jobs has (NAME) had in the last 12 months? (COUNT EACH JOB SEPARATELY. RECORD NUMBER OR CIRCLE CODE)

1114-1115 _____

Don't Know 8

IF YOUTH WAS IN EXITER SUBSTUDY (EXIT_INT=1), GO TO NOTE BEFORE I36a;
IF I20a WAS ANSWERED OR (IF I26 LE 11/89 and I27 =11/89 OR 12/89)
GO TO NOTE BEFORE I35;
IF I26 LE 11/89 AND I27 GT 12/89, GO TO NOTE BEFORE I33a.
IF I26 OR I27=98, ASK I32.

#I32. Did (NAME) have a paid job a year ago, that is, in November 1989? (CIRCLE ONE CODE)

1149

	Yes	1
GO TO NOTE BEFORE I35	No	2
GO TO NOTE BEFORE I35	Don't know	8

(IF I32 WAS NOT ASKED, READ WORDS IN PARENTHESES.) The next few questions are about that job one year ago (that is, in November, 1989).

#I33a. About how much was (NAME) paid then? (PROBE: Is that per hour? IF ASKED, WE WANT PAY BEFORE TAXES OR DEDUCTIONS; ENTER NUMBER/CIRCLE ONE CODE)

1157

$1150-1156	Hour	1
Pay per:	Week	2
	Month	3
	Year	4
	Minimum wage	0
	Don't know	8

IF I33a=8, ASK I33b; ELSE GO TO I34a.

#I33b. Was (NAME)'s hourly pay more, less, or about the same a year ago at that job as it is now? (CIRCLE ONE CODE)

1158

Paid more	1
Paid less	2
About the same	3
Don't know	8

#I34a. About how many hours a week did (NAME) usually work one year ago? (IF RESPONSE IS <8 HOURS, PROBE TO CLARIFY IF IT IS HOURS PER DAY OR HOURS PER WEEK. ENTER NUMBER OR CIRCLE CODE)

1162(2)

1159-1160	Hours/Week
Don't know	98

IF I34a or b=DON'T KNOW, ASK I34c, ELSE, GO TO NOTE BEFORE I35a

I34b. (null)

#I34c. Did (he/she) usually work part time or full time then? (IF ASKED, BY FULL-TIME WE MEAN MORE THAN 34 HOURS PER WEEK.)

1164

Part time	1
Full time	2
Don't know	8

IF YOUTH IS IN HIGH SCHOOL NOW (B1a OR B2a = 1) OR B4 = 6, ASK I35a;
ELSE GO TO NOTE BEFORE I36a.

*I35a. How many paid jobs has (NAME) had altogether? (ENTER NUMBER/CIRCLE CODE)

1165-1166	
Don't know	98

*I35b. What is the longest amount of time (NAME) has worked at one job? (IF ASKED, THIS INCLUDES CURRENT AND LAST JOB; ENTER NUMBER/CIRCLE ONE CODE)

1169

1167-1168 Number of:	Days	1
	Weeks	2
	Months	3
	Years	4
	Don't know	8

IF YOUTH IS IN HIGH SCHOOL NOW (B1a OR B2a = 1) OR B4 = 6, GO TO I64b; ELSE, ASK I36a.

*I36a. Since leaving high school, about how many paid jobs has (NAME) had? (ENTER NUMBER OR CIRCLE CODE)

1170-1171 number of jobs
Don't know 98

*I36b. What is the longest amount of time (NAME) has worked at one job since leaving high school? (IF ASKED, THIS INCLUDES CURRENT AND LAST JOB; ENTER NUMBER/CIRCLE ONE CODE)

1174

1172-1173 Number of:	Days	1
	Weeks	2
	Months	3
	Years	4
	Don't know	8

GO TO I64a

#I37. (IF SKIPS HERE FROM I9, ADD WORDS IN PARENTHESES) Is (NAME) looking for a paid job (outside the home)? (CIRCLE ONE CODE)

1175

ASK I38	Yes	1
GO TO NOTE BEFORE I40	No	2
GO TO I41	Don't know	8

#I38. About how long has (NAME) been looking for work? (RESPONSE MAY BE THE MONTH AND YEAR YOUTH STARTED LOOKING OR HOW LONG HE/SHE HAS BEEN LOOKING. ENTER APPROPRIATE RESPONSE)

1210

	Days ago	1		1211-1212 Month
1208-1209 Number of:	Weeks ago	2	OR	1213-1214 Year
	Months ago	3		
	Years ago	4		Don't know 98

#I39. What has (NAME) done in the past month to find a job? (CIRCLE ALL THAT APPLY)

1215-1224

Checked with a state or private employment agency	01
Checked with a military recruiter	02
Checked with an employer directly	03
Checked with family members	04
Checked with friends or acquaintances	05
Placed or answered ads	06
Looked in the newspaper	07
Used a school employment service	08
Applied for jobs	09
Other (SPECIFY)	97
Nothing	00
Don't know	98

GO TO I41.

NOTE: IF YOUTH IS NOT IN HIGH SCHOOL (B1a OR B2a NE 1), ASK I40; ELSE GO TO I41.

#I40. Why has (NAME) decided not to look for work? (CIRCLE ALL THAT APPLY)

1225-1234

Youth didn't want to look/it was too hard to look	01
Is a homemaker/raising a family/working in the home	02
Going to school/in a training program	03
Doesn't want to work/doesn't need job or money	04
Doesn't know how to find a job	05
Avail. jobs for youth aren't worth having/don't interest him	06
Tried to get a job and couldn't/no one will hire youth	07
Aren't any jobs available	08
Parents don't want youth to work	09
Jobs too hard to get to/transportation problems	10
Would lose SSI/disability/unemployment/other benefits	11
Youth has a job that hasn't started yet/is waiting to hear about a job/program for which he/she has applied	12
Other (SPECIFY)	97
Don't know	98

*I41a. Has (NAME) had any paid jobs in the past 12 months (other than his/her work-study job/work around the house)? (CIRCLE ONE CODE)

1235

	Yes	1
GO TO NOTE BEFORE I42	No	2
GO TO NOTE BEFORE I42	Don't know	8

*I41b. How many paid jobs has (NAME) had in the past 12 months (other than his/her work-study job/work around the house)? (ENTER NUMBER OR CIRCLE CODE)

1236-1237 _____

Don't know 8

IF YOUTH HAS HAD A PAID JOB IN THE PAST 12 MONTHS (I41a = 1), GO TO Q.I44.
IF I41a=NE 1:
IF YOUTH WAS IN EXITER SUBSTUDY (EXIT_INT=1) GO TO I63a.
ELSE IF YOUTH IS IN HIGH SCHOOL (B1a OR B2a = 1) OR B4 = 6 GO TO I43;
ELSE ASK I42.

#I42. Has (NAME) had any paid jobs since leaving high school (other than work around the house)? (CIRCLE ONE CODE)

1238

GO TO I44	Yes	1
ASK I43	No	2
ASK I43	Don't know	8

#I43. Has (NAME) ever had a paid job (other than work around the house)? (CIRCLE ONE CODE)

1239

ASK I44	Yes	1
GO TO NOTE BEFORE I64a	No	2
GO TO NOTE BEFORE I64a	Don't know	8

My next few questions are about (NAME'S) last job.

*I44. What did (NAME) do at that job? (IF ASKED, WE MEAN THE MOST RECENT JOB THE YOUTH HAD; PROBE TO FIND OUT WHAT KINDS OF THINGS THE YOUTH DID AT THE JOB AND THE KIND OF PLACE HE/SHE DID THE WORK; E.G., Can you tell me a little about the place (NAME) did this work? What kinds of things did he/she do there? (ENTER INFORMATION ON VBA SHEET OR CIRCLE CODE)

1240

If only mentions jobs around the house	1
Everything else	2
Don't know	98

IF I44=1 GO TO NOTE BEFORE I62.
ELSE IF YOUTH'S DISABILITY IS ONLY LD, SPEECH IMPAIRED, OR HARD OF HEARING (LDHOHSP=1), GO TO I46;
ELSE, ASK I45.

#I45. Did (NAME) do this work at a place where most of the other workers were disabled? (CIRCLE ONE CODE)

1241

Yes	1
No	2
Don't know	8

#I46a. About when did (NAME) start that last job? (IF ASKED, WE MEAN THE MOST RECENT JOB THE YOUTH HAD BEFORE ANY OF THE JOBS HE/SHE HAS NOW; IF YOUTH HAD MORE THAN ONE JOB AT THE SAME TIME BEFORE CURRENT JOB(S), WE WANT THE JOB AT WHICH HE/SHE SPENT THE MOST TIME; RESPONSE MAY BE THE MONTH AND YEAR HE/SHE STARTED OR HOW LONG AGO HE/SHE STARTED. ENTER APPROPRIATE RESPONSE)

1441

	Days ago	1		1442-1443 Month
1439-1440	Weeks ago	2	OR	1444-1445 Year
Number of:	Months ago	3		
	Years ago	4		Don't know 98

#I46b About how long did (NAME) have that job? (RESPONSE MAY BE THE MONTH AND YEAR THE JOB ENDED OR HOW LONG YOUTH HAD IT. ENTER APPROPRIATE RESPONSE)

1520

	Days	1		1521-1522 Month
1518-1519	Weeks	2	OR	1523-1524 Year
Number of:	Months	3		
	Years	4		Don't know 98

#I47a. About how many hours a week did (NAME) usually work at his/her last (that) job? (PROBE TO CLARIFY IF RESPONSE IS HOURS PER DAY OR HOURS PER WEEK; ENTER NUMBER OR CIRCLE CODE)

1247(2)

1245-1246 Hours/Week
Don't know 98

IF I47a or b=DON'T KNOW, ASK I47c; ELSE GO TO I48

I47b. (null)

#I47c. Did (NAME) usually work part time or full time? (IF ASKED, BY FULL-TIME WE MEAN MORE THAN 34 HOURS PER WEEK. CIRCLE ONE CODE)

1249

Part time	1
Full time	2
Don't know	8

I47d. (null)

#I48. About what was his/her pay when (NAME) left his/her last (that) job? (PROBE: Is that per hour? IF ASKED, WE WANT PAY BEFORE TAXES OR DEDUCTIONS; ENTER NUMBER/CIRCLE ONE CODE)

1258

	Hour	1
$1251-1257	Week	2
Pay per:	Month	3
	Year	4
	Minimum wage	0
	Don't know	8

#I49. As part of that job, did (NAME) get... (READ LIST) (CIRCLE ONE CODE IN EACH ROW)

	LIST	YES	NO	DON'T KNOW	
a.	Paid vacation or sick leave	1	2	8	1259
b.	Medical or hospital insurance	1	2	8	1260

IF YOUTH IS ONLY LD, SPEECH IMPAIRED, OR HARD OF HEARING (LDHOHSP=1), GO TO I51.

#I50. Did his/her employer receive money from a government program that was used to give (NAME) ongoing support services, such as a job counselor or job training? (CIRCLE ONE CODE)

1261

Yes	1
No	2
Don't know	8

#I51. Did (NAME) usually act as if he/she enjoyed going to his/her job, as if he/she disliked going to his/her job, or couldn't you tell? (CIRCLE ONE CODE)

1528

Enjoyed going to job	1
Disliked going to job	2
Couldn't tell	8

I51a, I51b (null)

#I52. Did (NAME) find his/her last (that) job him/herself, or did he/she have help, like from a temporary agency or someone else that you know? (CIRCLE ONE CODE)

1266

GO TO I54	Found the job him/herself	1
	Had help	2
GO TO I54	Don't know	8

#I53a. Who helped him/her? Was it... (READ CATEGORIES; CIRCLE ALL THAT APPLY)

1267-1270

	Someone from an employment agency or other program,	1
	A teacher or someone at a school,	2
	A family member, or	3
	A friend or someone else you know?	4
DON'T READ	Don't know	8

IF I53a = 1, ASK I53b; ELSE GO TO I54.

#I53b. Did someone from the agency or program stay in touch with (NAME) to check on how he was doing on the job? (CIRCLE ONE CODE)

1271

Yes	1
No	2
Don't know	8

*I54. When (NAME) left that job, did he/she quit, was he/she fired, was he/she laid off, or was it a temporary job that ended? (CIRCLE ONE CODE)

1272

	Youth quit	1
GO TO NOTE BEFORE I56	Youth was fired	2
"	Youth was laid off	3
"	Temporary job ended	4
"	Don't know	8

*I55. What was the main reason (NAME) quit? (CIRCLE ONE CODE)

1273-1274

Found a better job	01
Wanted to look for better job	02
Didn't like hours/kind of work/working conditions	03
Wages too low	04
Youth didn't get along with coworkers/boss	05
Youth returned to school/job interfered with school	06
Youth's illness/disability	07
Parents didn't want youth to work	08
Family reasons (e.g., pregnancy, caring for relative)	09
Moved	10
Too hard to get to the job location	11
Other (SPECIFY)	97
Don't know	98

IF YOUTH IS IN HIGH SCHOOL NOW (B1a OR B2a =1), GO TO NOTE BEFORE I59.

#I56. Right before (NAME) got that job was there a time he/she wasn't working? (CIRCLE ONE CODE)

1275

	Yes	1
GO TO NOTE BEFORE I59	No	2
GO TO NOTE BEFORE I59	Don't know	8

#I57. Was (NAME) looking for a job during that time? (CIRCLE ONE CODE)

1276

	Yes	1
GO TO NOTE BEFORE I59	No	2
GO TO NOTE BEFORE I59	Don't know	8

#I58. About how long did (NAME) look for a job then before finding one?

1310

	Days	1
1308-1309	Weeks	2
Number of:	Months	3
	Years	4
	Don't know	98

IF IN EXITER SUBSTUDY (EXIT_INT=1), GO TO I63a.
IF I46b LE 11/89 OR (I46a LE 11/89 AND I46b=11/89, 12/89) GO TO NOTE BEFORE I62a;
/*left last job before one year ago so didn't have job one year ago, or left last job one year ago, so answers to I47-I48 can be used for next questions*/
IF I46a LE 11/89 AND I46b GT 12/89 GO TO NOTE BEFORE I60
/*we already know youth had last job one year ago, so don't ask if had job, but ask about job*/
ELSE (INCLUDING I46a OR I46b=98) CONTINUE WITH I59

#I59. Did (NAME) have a paid job a year ago, that is, in November 1989? (CIRCLE ONE CODE)

1315

	Yes	1
GO TO NOTE BEFORE I62	No	2
GO TO NOTE BEFORE I62	Don't know	8

(READ WORDS IN PARENTHESIS IF I59 WAS NOT ASKED) The next few questions are about (NAME)'S job one year ago (that is, in November, 1989)

#I60. About how much was he/she paid then? (IF ASKED, WE WANT PAY BEFORE TAXES OR DEDUCTIONS; ENTER NUMBER/CIRCLE ONE CODE)

1323

	Hour	1
$1316-1322	Week	2
Pay per:	Month	3
	Year	4
	Minimum wage	0
	Don't know	8

#I61a. About how many hours a week did (NAME) usually work one year ago? (IF <8 HRS, PROBE TO CLARIFY IF YOUTH MEANS HOURS PER DAY OR HOURS PER WEEK. ENTER NUMBER AND CIRCLE CODE)

1326(2)

1324-1325 Hours/week
Don't know 98

IF I61a or b=DON'T KNOW, ASK I61c, ELSE GO TO NOTE BEFORE I62

I61b. (null)

#I61c. Did (he/she) usually work part time or full time? (IF ASKED, BY FULL-TIME WE MEAN MORE THAN 34 HOURS PER WEEK.)

1329

Part time 1
Full time 2
Don't know 8

IF YOUTH IS IN HIGH SCHOOL (B1a OR B2a = 1) OR B4 = 6, ASK I62a;
ELSE, GO TO NOTE BEFORE I63a.

*I62a. How many paid jobs has (NAME) had altogether? (ENTER NUMBER/CIRCLE CODE) (IF ASKED DOES NOT INCLUDE WORK AROUND THE HOUSE)

1330-1331
Don't know 98

*I62b. What is the longest amount of time (NAME) has worked at one job? (CAN INCLUDE LAST JOB; ENTER NUMBER/CIRCLE ONE CODE) (IF ASKED DOES NOT INCLUDE WORK AROUND THE HOUSE)

1334

1332-1333 Number of:
Days 1
Weeks 2
Months 3
Years 4
Don't know 8

IF YOUTH IS IN HIGH SCHOOL (B1a OR B2a = 1) OR B4 = 6, GO TO NOTE BEFORE I64b

*I63a. Since leaving high school, about how many paid jobs has (NAME) had? (ENTER NUMBER OR CIRCLE CODE)

1335-1336
Don't know 98

IF 00, GO TO NOTE BEFORE I64a.

*I63b. What is the longest amount of time (NAME) has worked at one job since leaving high school? (CAN INCLUDE LAST JOB; ENTER NUMBER/CIRCLE ONE CODE)

1339

1337-1338 Number of:		
	Days	1
	Weeks	2
	Months	3
	Years	4
	Don't know	8

IF YOUTH IS IN HIGH SCHOOL NOW (B1a OR B2a = 1) OR B4 = 6, GO TO NOTE BEFORE I64b. ELSE CONTINUE.

*I64a. Since high school, has (NAME) done any volunteer activity? (CIRCLE ONE CODE)

1340

Yes	1
No	2
Don't know	8

IF C1=9,10,12 AND C3=2: IF (B1a OR B2a = 1) GO TO I69. ELSE GO TO NOTE BEFORE I65a
IF I64a=2,8 GO TO NOTE BEFORE I65a. IF I64a=1 AND B3=1, GO TO I64C.
ELSE CONTINUE.

*I64b. In the past 12 months, has (NAME) done any volunteer activity? (CIRCLE ONE CODE)

1341

	Yes	1
GO TO NOTE BEFORE I65a	No	2
GO TO NOTE BEFORE I65a	Don't know	8

IF C1=9,10,12, GO TO NOTE BEFORE I65a.

*I64c. Is (NAME) doing any volunteer activity now? (CIRCLE ONE CODE)

1342

Yes	1
No	2
Don't know	8

IF YOUTH IS IN HIGH SCHOOL NOW (B1a OR B2a = 1) OR B4 = 6, GO TO NOTE BEFORE I65b.
ELSE IF YOUTH HAS HAD ANY PAID JOBS (I6c OR I41a OR I42=1), GO TO NOTE BEFORE I66.
ELSE CONTINUE.

^I65a. Since high school, has (NAME) had any jobs outside the home for which he/she wasn't paid, such as, in a sheltered workshop? (IF ASKED: A sheltered workshop is a place where most of the other workers are disabled.) (CIRCLE ONE CODE)

1343

Yes	1
No	2
Don't know	8

IF C1=9,10,12 AND C3=2, GO TO I69
IF I65a=1 AND YOUTH WAS IN SCHOOL IN THE PAST 12 MONTHS (B3=1), GO TO I65c.
IF I65a=2,8 GO TO NOTE BEFORE I66. ELSE CONTINUE.

^I65b. In the past 12 months, has (NAME) had any (other)~ jobs outside the home for which he/she wasn't paid, such as, in a sheltered workshop? (IF ASKED: A sheltered workshop is a place where most of the other workers are disabled.) (CIRCLE ONE CODE)

1344

	Yes	1
GO TO NOTE BEFORE I66	No	2
GO TO NOTE BEFORE I66	Don't know	8

IF C1=9,10,12, SKIP TO NOTE BEFORE I66.

^I65c. Does (NAME) now have any jobs outside the home for which he/she wasn't paid, such as, in a sheltered workshop? (IF ASKED: A sheltered workshop is a place where most of the other workers are disabled.) (CIRCLE ONE CODE)

1345

Yes	1
No	2
Don't know	8

NOTE: IF I41=NE 1 (no paid jobs in the past 12 months) OR (C1=9,10 AND C3=2), GO TO I69

IF I6=1, (HAS A PAID JOB NOW) FIRST WORDING WILL BE USED.

#I66. Thinking ahead a year from now, do you think (NAME) will have...(READ CATEGORIES; CIRCLE ONE CODE)

1346

	A job that's about the same as (the job he/she has now) (his/her last job)	1
	A better job than (he/she has now)(his/her last job), or	2
	No job at all?	3
DON'T READ	Don't know	8

IF I66 = 3, GO TO NOTE BEFORE J1; ELSE ASK I67.

#I67. A year from now, do you think (NAME) will be paid...(READ CATEGORIES; CIRCLE ONE CODE)

1347

	About the same as (he/she is now)(at his/her last job), or	1
	Better than (he/she is now)(at his/her last job)	2
	Expects youth to be paid worse than is paid now	3
DON'T READ	Don't know	8

GO TO NOTE BEFORE J1

~READ "OTHER" IF I65a = 1.

I68a, I68b (null)

#I69. Do you think (NAME) will have a paid job a year from now? (CIRCLE ONE CODE)
1359

Yes	1
No	2
Don't know	8

I70. (null)

IF (EXT INT=1 AND C1=9,10 AND C3=2) GO TO SECTION K

IF YOUTH IS IN HIGH SCHOOL NOW (B1a OR B2a = 1) OR B4 = 6, GO TO SECTION K.

J. Postsecondary Education Outcomes

My next questions are about school.

*J1. Has (NAME) been in school at all since he/she left high school? (CIRCLE ONE CODE)

1370

	Yes	1
GO TO J33	No	2
GO TO J33	Don't know	8

IF B5=1,2 OR (B5 WAS NOT ANSWERED AND COMPSTAT=1,2)
GO TO NOTE BEFORE J6;
ELSE IF IN EXITER SUBSTUDY (EXIT_INT=1), GO TO Q. J3;
ELSE, ASK J2.

*J2. Since leaving high school, has (NAME) taken classes to earn a high school diploma, such as a GED course? (CIRCLE ONE CODE)

1371

Yes	1
No	2
Don't know	8

IF J2 = 2,8, GO TO J6;
IF J2 = 1 AND: (C1=9,10 AND C3=2) OR IF YOUTH ATTENDED HIGH SCHOOL IN THE PAST 12 MONTHS (B3 = 1), GO TO J4;
ELSE ASK J3.

*J3. In the past 12 months, has (NAME) taken any classes to earn a high school diploma (such as a GED course)? (CIRCLE ONE CODE)

1372

Yes	1
No	2
Don't know	8

IF J2 OR J3 = 1, ASK J4; ELSE GO TO NOTE BEFORE J6.

*J4. Did (NAME) get a diploma from these classes? (CIRCLE ONE CODE)

1373

GO TO NOTE BEFORE J6	Yes	1
	No	2
	Don't know	8

IF C1=9,10 AND C3=2, SKIP TO NOTE BEFORE J6
*J5. Is (NAME) taking these classes now? (CIRCLE ONE CODE)

1374

Yes	1
No	2
Don't know	8

IF YOUTH IS IN EXITER SUBSTUDY (EXIT_INT=1), GO TO Q. J7.

*J6. Since leaving high school, has (NAME) taken any classes from a 2-year, junior, or community college? (CIRCLE ONE CODE)

1375

Yes	1
No	2
Don't know	8

IF J6 = 2,8, GO TO J14;
IF J6 = 1 AND: IF (C1=9,10 AND C3=2) SKIP TO J10. IF YOUTH ATTENDED HIGH SCHOOL IN THE PAST 12 MONTHS (B3=1), GO TO J8;
ELSE, ASK J7.

*J7. In the past 12 months, has (NAME) taken any classes from a 2-year, junior, or community college? (CIRCLE ONE CODE)

1376

Yes	1
No	2
Don't know	8

IF J7 = 1, ASK J8.
IF J7 NE 1 AND YOUTH IS IN EXITER SUBSTUDY (EXIT_INT=1), GO TO J15.
ELSE GO TO J10.

*J8. Is (NAME) taking any classes from a 2-year college now? (CIRCLE ONE CODE)

1408

ASK J9	Yes	1
GO TO J10	No	2
GO TO J10	Don't know	8

*J9. Is (NAME) going full time or part time to a 2-year college? (IF ASKED, FULL TIME MEANS TAKING A FULL COURSELOAD OF 12 CREDITS OR MORE AT A TIME OR BEING IN CLASS AT LEAST 12 HOURS PER WEEK; CIRCLE ONE CODE)

1409

Part time	1
Full time	2
Don't know	8

GO TO J11

*J10. When (NAME) went to a 2-year college did he/she go mostly full time or part time? (IF ASKED, FULL TIME IS TAKING A FULL COURSELOAD OF 12 CREDITS OR MORE AT A TIME OR BEING IN CLASS AT LEAST 12 HOURS PER WEEK; CIRCLE ONE CODE)

1410

Part time	1
Full time	2
Don't know	8

#J11. Has (NAME) taken mostly vocational courses to train him/her for a job, like auto repair or office work, or has (NAME) taken mostly academic courses, like English or science? (CIRCLE ONE CODE)

1411

Taking vocational courses	1
Taking academic courses	2
Taking equal number of courses	3
Don't know	8

*J12. Has (NAME) gotten a diploma, certificate, or license from this work? (CIRCLE ONE CODE)

1412

Yes	1
No	2
Don't know	8

IF C1=9,10, GO TO NOTE BEFORE J14

IF J12 = 1 AND J8 NE 1, GO TO NOTE BEFORE J14. 1413-1414(sp)

*J13. Is (NAME) working toward (a/another) diploma, certificate or license from a 2-year college? (CIRCLE ONE CODE)

1415

Yes	1
No	2
Don't know	8

IF YOUTH IS IN EXITER SUBSTUDY (EXIT_INT=1), GO TO J15.

*J14. Since leaving high school, has (NAME) taken any classes from a vocational or trade school? (IF ASKED, THIS DOES NOT INCLUDE A 2-YEAR, JUNIOR, OR COMMUNITY COLLEGE EVEN IF THE COURSES TAKEN THERE ARE VOCATIONAL COURSES. IT DOES INCLUDE SUCH THINGS AS BEAUTY SCHOOL, MECHANICS SCHOOL, SECRETARIAL SCHOOL, OTHER TRADE SCHOOLS.) (CIRCLE ONE CODE)

1416

Yes	1
No	2
Don't know	8

IF J14 = 2,8, GO TO J21;
IF J14 = 1 AND: IF (C1=9,10 AND C3=2) SKIP TO J18. IF YOUTH ATTENDED HIGH SCHOOL IN THE PAST 12 MONTHS (B3=1), GO TO J16;
ELSE, ASK J15.

*J15. In the past 12 months, has (NAME) taken any classes from a vocational or trade school? (IF ASKED, THIS DOES NOT INCLUDE A 2-YEAR, JUNIOR, OR COMMUNITY COLLEGE EVEN IF THE COURSES TAKEN THERE ARE VOCATIONAL COURSES. IT DOES INCLUDE SUCH THINGS AS BEAUTY SCHOOL, MECHANICS SCHOOL, SECRETARIAL SCHOOL, OTHER TRADE SCHOOLS.) (CIRCLE ONE CODE) (CIRCLE ONE CODE)

1417

Yes	1
No	2
Don't know	8

IF J15 = 1, ASK J16;
IF J15 NE 1 AND YOUTH IS IN EXITER SUBSTUDY (EXIT_INT=1), GO TO J22.
ELSE GO TO J18.

*J16. Is (NAME) taking any classes from a vocational or trade school now? (CIRCLE ONE CODE)

1418

ASK J17	Yes	1
GO TO J18	No	2
GO TO J18	Don't know	8

*J17. Is (NAME) going full time or part time to a vocational school? (IF ASKED, FULL TIME MEANS TAKING A FULL COURSELOAD OF 12 CREDITS OR MORE AT A TIME OR BEING IN CLASS AT LEAST 12 HOURS PER WEEK; CIRCLE ONE CODE)

1419

Part time	1
Full time	2
Don't know	8

GO TO J19

*J18. When (NAME) went to a vocational or trade school, did he/she go mostly full time or part time? (IF ASKED, FULL TIME MEANS TAKING A FULL COURSELOAD OF 12 CREDITS OR MORE AT A TIME OR BEING IN CLASS AT LEAST 12 HOURS PER WEEK; CIRCLE ONE CODE)

1420

Part time	1
Full time	2
Don't know	8

*J19. Has (NAME) gotten a diploma, certificate, or license from this work? (CIRCLE ONE CODE)

1421

Yes	1
No	2
Don't know	8

IF C1=9,10 SKIP TO NOTE BEFORE J21

IF J19=1 AND J16 NE 1, GO TO NOTE BEFORE J21.

#J20. Is (NAME) working toward a/another diploma, certificate or license from a vocational school? (CIRCLE ONE CODE)

1422

Yes	1
No	2
Don't know	8

IF YOUTH IS IN EXITER SUBSTUDY (EXIT INT=1), GO TO J22.

*J21. Since high school, has (NAME) taken any classes from a 4-year college or university? (CIRCLE ONE CODE)

1423

Yes	1
No	2

Don't know 8

IF YOUTH HAS NOT TAKEN CLASSES SINCE HIGH SCHOOL (J2= 2,8, J6 =2,8, J14 = 2,8 AND J21= 2,8), GO TO NOTE BEFORE J33;
IF YOUTH HAS NOT ATTENDED A 4-YEAR COLLEGE, BUT HAS TAKEN OTHER CLASSES [J21 NE 1 AND (J6, J14, OR J2 = 1)], GO TO NOTE BEFORE J28;
IF J21 = 1 AND: (C1=9,10 AND C3=2) GO TO J25. IF YOUTH ATTENDED HIGH SCHOOL IN THE PAST 12 MONTHS (B3 1), GO TO J23;
ELSE, ASK J22.

*J22. In the past 12 months, has (NAME) taken any classes from a 4-year college or university? (CIRCLE ONE CODE)

1424

Yes	1
No	2
Don't know	8

IF J22 = 1 CONTINUE WITH M23
IF J22=2,8:
IF J21=1 GO TO J25 [TOOK CLG CLASSES BUT NOT IN LAST 12 MONTHS]
IF EXIT_INT=1: [J21 NOT ASKED]
IF J3=2,8 AND J7=2,8 AND J15=2,8 GO TO J33 [NO CLASSES LAST 12 MOS]
ELSE GO TO NOTE BEFORE J28. [SOME CLASSES LAST 12 MOS]
END IF
END IF

*J23. Is (NAME) taking any classes from a 4-year college or university now? (CIRCLE ONE CODE)

1425

ASK J24	Yes	1
GO TO J25	No	2
GO TO J25	Don't know	8

*J24. Is (NAME) mostly going full time or part time to a 4-year college? (IF ASKED, FULL TIME MEANS TAKING A FULL COURSELOAD OF 12 CREDITS OR MORE AT A TIME OR BEING IN CLASS AT LEAST 12 HOURS PER WEEK; CIRCLE ONE CODE)

1426

Part time	1
Full time	2
Don't know	8

GO TO NOTE BEFORE J26
*J25. When (NAME) went to a 4-year college did he/she go mostly full time or part time? (IF ASKED, FULL TIME MEANS TAKING A FULL COURSELOAD OF 12 CREDITS OR MORE AT A TIME OR BEING IN CLASS AT LEAST 12 HOURS PER WEEK; CIRCLE ONE CODE)

1427

Part time	1
Full time	2
Don't know	8

IF YOUTH HAS BEEN OUT OF SCHOOL FOR 2 OR MORE YEARS [B4 IS NOV '88 OR BEFORE OR (EXIT_INT=1 AND EX2 IS NOV '88 OR BEFORE)], ASK J26; ELSE GO TO J27.

*J26. Has (NAME) gotten a diploma, certificate, or license from this work? (CIRCLE ONE CODE)

1428

Yes	1
No	2
Don't know	8

IF C1=9,10 GO TO J29

IF J26 = 1 AND J23 NE 1, GO TO NOTE BEFORE J28.

#J27. Is (NAME) working toward a/another degree from a 4-year college or university?
(CIRCLE ONE CODE)

1429

Yes	1
No	2
Don't know	8

IF NOT NOW TAKING COURSES (J5 AND J8 AND J16 AND J23 NE 1), GO TO NOTE BEFORE J29

#J28. How does (NAME) usually get to his/her classes? (CIRCLE ONE CODE)

1430-1431

Walks/rides a bike	01
Youth drives him/herself	02
Gets ride from family member	03
Gets ride from friend/coworker	04
Takes public transportation (e.g., bus, subway, taxi)	05
Service agency provides transportation	06
Other (SPECIFY)	97
Don't know	98

IF YOUTH HAS NOT TAKEN CLASSES IN THE PAST 12 MONTHS (J3, J7, J15, AND J22 NE 1), GO TO NOTE BEFORE J33;
IF YOUTH ATTENDED HIGH SCHOOL IN THE PAST 12 MONTHS (B3 = 1) OR YOUTH WAS IN EXITER SUBSTUDY (EXIT_INT=1), GO TO J31;
ELSE ASK J29.

#J29. Was (NAME) in school a year ago, in November 1989? (CIRCLE ONE CODE)

1432

	Yes	1
GO TO J31	No	2
GO TO J31	Don't know	8

#J30. Was he/she mostly a full time or a part time student a year ago? (CIRCLE ONE CODE)

1433

Part time	1
Full time	2
Don't know	8

*J31. Has (NAME) gotten grades in the classes he/she has taken in the past 12 months (not including courses taken in high school)? (CIRCLE ONE CODE)

1434

	Yes	1
GO TO NOTE BEFORE J33	No	2
GO TO NOTE BEFORE J33	Don't know	8

*J32. What kind of grades has (NAME) gotten in his/her classes in the past 12 months? Has (NAME) gotten... (READ CATEGORIES; CIRCLE ONE CODE)

1435

	Mostly A's (3.75 to 4.00 Grade point average)	1
	Mostly B's (2.75 to 3.24 GPA)	3
	Mostly C's (1.75 to 2.24 GPA), or	5
	Mostly D's or below (less than 1.25 GPA)	7
	About half A's and half B's (3.25 to 3.74 GPA)	2
DON'T READ	About half B's and half C's (2.25 to 2.74 GPA)	4
	About half C's and half D's (1.24 to 1.74 GPA)	6
	Don't know	8

IF C1=9,10 AND C3=2, GO TO SECTION K

IF J5 OR J8 OR J16 OR J23=1 GO TO SECTION K.

^J33. Does (NAME) plan to go to school in the next 12 months? (CIRCLE ONE CODE)

1436

	Yes	1
GO TO K1	No	2
GO TO K1	Don't know	8

^J34. What type of school does (NAME) plan to attend? (CIRCLE ONE CODE)

1437

High school or school that gives a GED	1
2-year, junior, or community college	2
Vocational or trade school	3
4-year college	4
Other (SPECIFY)	7
Don't know	8

K. Independent Living

My next few questions are about other things (NAME) might be involved in.

#K1. Does (NAME) have any children? (CIRCLE ONE CODE)

1452

Yes	1
No	2
Don't know	8

*K2. Is (NAME)... (READ CATEGORIES; CIRCLE ONE CODE)

1453

	Engaged	1
	Single, never married	2
	Married or living with someone of the opposite sex	3
	Divorced or separated	4
	Widowed	5
DON'T READ	Don't know	8

IF C1=9,10,12 SKIP TO NOTE BEFORE K4a

IF YOUTH IS IN HIGH SCHOOL NOW (B1a OR B2a=1) ASK K3a; ELSE GO TO K3b.

*K3a. About how many days a week does (NAME) get together socially with friends outside of school? (OK TO READ CATEGORIES)

1454

Never	0
Less than once a week	1
One	2
Two or three	3
Four or five	4
Six or seven	5
Don't know	8

GO TO NOTE BEFORE K4a.

K3b. About how many days a week does (NAME) get together socially with friends or family members, other than those (he/she) lives with? (OK TO READ CATEGORIES)

Never	0
Less than once a week	1
One	2
Two or three	3
Four or five	4
Six or seven	5
Don't know	8

IF C1=9,10 AND C3=2, SKIP TO NOTE BEFORE K10. IF C1=12 AND C3=2, SKIP TO NOTE BEFORE K5

IF YOUTH IS IN HIGH SCHOOL NOW OR HAS BEEN IN HIGH SCHOOL IN THE PAST 12 MONTHS (B1A OR B2A OR B3=1), ASK K4a; ELSE GO TO Q. K4b.

*K4a. In the past 12 months, has (NAME) belonged to any school clubs or groups, like a sports team or band?

1455

Yes	1
No	2
Don't know	8

*K4b. In the past 12 months has (NAME) belonged to any (other) social or community groups, like (a sports team or) a church group? (CIRCLE ONE CODE)

1456

Yes	1
No	2
Don't know	8

IF K4a OR K4b = 1, ASK K4c; ELSE, GO TO K5.

^K4c. In the past 12 months, how many times did (NAME) get together with these groups? (ANSWER CAN BE NUMBER OF TIMES PER WEEK, MONTH, OR YEAR) (ENTER NUMBER AND CIRCLE CODE)

1459

1457-1458	Week	1
Times per	Month	2
	Year	3
	Don't know	8

IF SEVERE, SKIP TO K10. IF BLIND, SKIP TO NOTE BEFORE K6.

#K5. Does (NAME) have a drivers' license? (CIRCLE ONE CODE)

1460

Yes	1
No	2
Don't know	8

IF YOUTH IS UNDER AGE 18, GO TO NOTE BEFORE K7; ELSE ASK K6.

^K6. Is (NAME) registered to vote? (CIRCLE ONE CODE)

1461

Yes	1
No	2
Don't know	8

IF YOUTH IS IN HIGH SCHOOL NOW (B1a OR B2a = 1), ASK K7; ELSE GO TO K8.

IF C1=12, SKIP TO K8

+K7. Does (NAME) get an allowance or have other money about which (he/she) makes decisions? (IF ASKED, THIS COULD INCLUDE MONEY EARNED FROM A JOB) (CIRCLE ONE CODE)

1462

Yes	1
No	2
Don't know	8

IF YOUTH IS NOT IN HIGH SCHOOL NOW (B1a OR B2a NE 1), ASK K8; ELSE GO TO K10.

*K8. Does (NAME) have ... (READ CATEGORIES; CIRCLE ONE CODE IN EACH ROW)

	YES	NO	DON'T KNOW	
a. A savings account	1	2	8	1463
b. A checking account where he/she writes checks	1	2	8	1464
c. Credit cards or charge accounts in his/her own name	1	2	8	1465

K9. (null)

IF C1=12, MAKE K10=1, K11=09. SKIP TO CLOSE

*K10. Has (NAME) ever been arrested? (CIRCLE ONE CODE)

1467

Yes	1
No	2
Don't know	8

IF C1=9, MAKE K11=08. IF C1=10, MAKE K11=07. SKIP TO CLOSE

#K11. During the past few weeks, how has (NAME) spent most of his/her time? (OK TO READ CATEGORIES; CIRCLE ALL THAT APPLY)

1468-1477

	Worked for pay	01
	Gone to school or a training program	02
	Raised children or kept house	03
	Looked for work	04
	Done volunteer work	05
	Been in an organized program other than school or training	06
	Been in a hospital	07
	Been in an institution (not a correctional facility)	08
	Been in jail or another correctional facility	09
	Listening to music	10
	Playing sports	11
	Hanging out/doing nothing	12
	Did something else (SPECIFY)	97
DON'T READ	Don't know	98

IF K11 = 1-6 OR 97,DD,RR, ASK K12; ELSE, GO TO K13.

^K12. During the past few weeks, how has (NAME) spent most of his/her leisure time (that is, time not working or going to school)? (CIRCLE ALL THAT APPLY).

1508-1517

Visiting with family members	01
Visiting with friends	02
Reading for pleasure	03
Going out on dates	04
Just driving or riding around (alone or with friends)	05
Talking with friends on the telephone	06
Thinking or daydreaming	07
Watching television	08
Listening to music	09
Playing sports	10
Hanging out at shopping mall	11
Hanging out somewhere else/doing nothing	12
Other (USE VBA)	97
Don't know	98

K13. (NULL)

K14. (NULL)

IF DEAF=1 OR HOH=1 AND TMR=0 AND SEVERE=0 ASK K15. ELSE SKIP TO CLOSE

K15. We would like to ask (NAME) some additional questions about his/her experiences. Would (NAME) be able to complete a short written questionnaire?

1541

	Yes	1
SKIP K16 AND GO TO THANK YOU	No	2
SKIP K16 AND GO TO THANK YOU	Don't know	8

K16. To what address should I send (NAME) the questionnaire?

Thank you very much for your help in answering these questions.

PART III: YOUTH CONTINUATION

IF YOUTH WAS RESPONDENT FOR SECTION A, GO TO SECTION X, NOTE A.

Hello. My name is_____. I'm calling about a study for the Department of Education about what young people experience during and shortly after leaving high school. You have been picked to be part of that study. I have some questions for you about what you have been doing in the way of work or school or other things during and since high school. What you tell me will be kept private.

NOTE A: IF (PARENT INTERVIEW WAS COMPLETED AND B1A OR B2A OR B3=1,2) OR (COMSTAT=1,2 AND B10=1,2) GO TO SECTION L. ELSE CONTINUE.

X. High School Status

IF COMPSTAT=1,2:
IF EXIT INT=0 AND SCH INT=0, GO TO X4.
IF EXIT_INT=1: IF EX2 IS AUG '87 OR BEFORE, GO TO X10
IF EX2 IS SEPT '87 OR AFTER, GO TO NOTE BEFORE X8
IF SCH_INT=1, GO TO X3.
ELSE CONTINUE WITH X1a.

*X1a. Are you going to junior or senior high school now? (CIRCLE ONE CODE)

355

ASK X1b	Yes	1
GO TO NOTE BEFORE X2	No	2
GO TO NOTE BEFORE X2	Don't know	8

^X1b. What is your grade level? (SPECIFY NUMBER OR CIRCLE CODE)

356-357

Youth doesn't have a grade level	00
Don't know	98

IF X1a = 1, GO TO NOTE BEFORE X8.
IF X1a NE 1 AND (YOUTH WAS IN A SPECIAL SCHOOL IN YEAR 1 [SPESCH=1] OR YOUTH'S DISABILITY IS SEVERE [SEVERE=1]) ASK Q. X2a.
ELSE, GO TO X3.

+X2a. Are you going to a special school for students with learning problems or other disabilities who are of junior or senior high school age? (CIRCLE ONE CODE)

358

ASK X2b	Yes	1
GO TO NOTE BEFORE X3	No	2
GO TO NOTE BEFORE X3	Don't know	8

^X2b. What is your grade level?

356-357

Youth doesn't have a grade level 00
Don't know 98

IF X2a = 1, GO TO NOTE BEFORE X8; ELSE ASK X3.
IF SEVERE = 1 OR SPESCH=1, READ WORDS IN PARENTHESIS

+X3. Have you gone to a junior or senior high school (or special school) at any time in the past 12 months? (CIRCLE ONE CODE) (IF ASKED, SPECIAL SCHOOL IS ONLY FOR STUDENTS OF JUNIOR OR SENIOR HIGH SCHOOL)

359

Yes 1
No 2
Don't know 8

IF YOUTH WAS IN EXITER SUBSTUDY [EXIT INT=1] AND X3=2 AND COMPSTAT NE BLANK OR (SCH INT=1 AND COMPSTAT=1,2), GO TO X10.

#X4. When did you last attend high school? (IF HIS LAST SCHOOL WAS A JUNIOR HIGH SCHOOL, RECORD INFORMATION FOR THIS SCHOOL. RESPONSE MAY BE THE MONTH AND YEAR YOUTH LEFT SCHOOL OR HOW LONG AGO YOUTH LEFT SCHOOL. ENTER APPROPRIATE RESPONSE.)

362

	Days ago	1		
360-361	Weeks ago	2	363-364	Month
number of:	Months ago	3 OR	365-366	Year
	Years ago	4	Don't know	98
	Still in School	5 (Go to x1a)		

*X5. When you (last) left high school, did you graduate, drop out, were you suspended or expelled, or were you older than the school age limit? (CIRCLE ONE CODE)

367

Graduated 1
Certificated 2
Dropped out 3
Suspended 4
Expelled 5
Aged out 6
Don't know 8

IF YOUTH GRADUATED OR WAS CERTIFICATED (X5 = 1 OR 2), GO TO NOTE BEFORE X8; ELSE ASK X6.

^X6. What was your grade level when you last attended school? (SPECIFY NUMBER OR CIRCLE CODE)

368-369

Youth doesn't have a grade level 00
Don't know 98

82

IF YOUTH DROPPED OUT OF HIGH SCHOOL,(X5=3) ASK X7; ELSE GO TO NOTE BEFORE X8.

+X7. Why did you leave school? (CIRCLE ALL THAT APPLY)

	408-417
Got married	01
Got pregnant or had a child	02
Poor grades/not doing well	03
Wanted/needed to find a job	04
Offered a job, chose to work	05
Wanted to enter military	06
Moved	07
Didn't like school (PROBE)	08
School too dangerous	09
Wanted to travel	10
Friends were dropping out	11
Didn't get into program	12
Illness/disability	13
Couldn't get along with teachers	14
Couldn't get along with students	15
Couldn't get childcare	16
Trouble getting or using transportation	17
Other (SPECIFY)_____	97
Don't know	98

IF X4=BEFORE AUGUST 87 SKIP TO X10.

+X8. What is the full name of the junior or senior high school that you (are now attending/last attended) (ENTER NAME OF SCHOOL AND LOCATION ON VBA SHEET. ASK FOR SPELLING. PROBE FOR LOCATION: e.g. Where is that located?)

Name of school:_____ 419(1) _____

Location:_____
Street address City/State

^X9. Which of the following <u>best</u> describes your school? (READ CATEGORIES, CIRCLE <u>ONE</u> CODE)

	420
A regular school that serves a wide variety of students,	1
A school that only serves handicapped or disabled students,	2
A vocational technical school, or	3
Some other type of school (PLEASE SPECIFY)_____	7
DON'T READ Don't know	8

^X10. Did/have you go/gone to junior or senior high school continuously or did/have you ever leave/left school and then go/gone back? (CIRCLE <u>ONE</u> CODE)

	418
Gone continuously	1
Left and went back	2
Don't know	8

L. Employment Outcomes

(READ THIS STATEMENT UNLESS SECTION X WAS ANSWERED) I'd like to begin by asking some questions about work.

IF YOUTH ATTENDS HIGH SCHOOL NOW (B1a, B2a, X1a, OR X2a =1), ASK L1. ELSE GO TO L5.

+L1. Have you had work-study job in the past 12 months, that is, a job you did as part of the school program or that you did for school credit? (CIRCLE ONE CODE)

1013

	Yes	1
GO TO L5	No	2
GO TO L5	Don't Know	8

+L2. Do you have a work-study job now? (CIRCLE ONE CODE)

1014

	Yes	1
GO TO L5	No	2
GO TO L5	Don't Know	8

+L3. What have you done on your work study job? (PROBE: Can you tell me a little about the place you did this work). (ENTER ALL ACTIVITIES FOR A SINGLE JOB ON THE SAME LINE: ENTER EACH JOB ON A DIFFERENT LINE, ON THE VBA SHEET).

1015

Don't Know 8

^L4. Have you gotten paid for this work? (CIRCLE ONE CODE)

1016

Yes	1
No	2
Don't Know	8

GO TO NOTE BEFORE L6

+L5. Did you ever have a work-study job in high school, that is a job you did as part of the school program or that you did for school credit? (CIRCLE ONE CODE)

1017

Yes	1
No	2
Don't Know	8

IF YOUTH HAS A WORK-STUDY JOB (L1 = 1), SAY: "My next questions are about paid jobs other than work study jobs."

*L6a. Do you have a job now (other than your work study job)? (CIRCLE ONE CODE)

1018

	Yes	1
GO TO L37	No	2
GO TO L37	Don't know	8

*L6b. Do you get paid for your work? (IF ASKED, DO NOT INCLUDE WORK AROUND THE HOUSE FOR WHICH YOUTH GETS PAID) (CIRCLE ONE CODE)

1019

	Yes	1
GO TO L37	No	2
GO TO L37	Don't know	8

*L7. How many paid jobs do you have (other than your work study job)? (IF ASKED, DOES NOT INCLUDE WORK AROUND THE HOUSE FOR WHICH YOUTH GETS PAID; ENTER NUMBER OR CIRCLE CODE)

1020-1021 number

Don't know 98

IF YOUTH HAS ONLY 1 PAID JOB (L7=1), SKIP TO L9.

#L8. Thinking about all of the paid jobs you have, do you usually work part time or full time? (IF ASKED, BY FULL-TIME WE MEAN MORE THAN 34 HOURS PER WEEK. IF MORE THAN ONE JOB, PLEASE ADD ALL HOURS TOGETHER.)

1022

Part time	1
Full time	2
Don't know	8

*L9. IF HAS ONLY ONE PAID JOB (L7=1), ASK: What kind of job do you have? IF HAS MORE THAN 1 PAID JOB (L7>1), ASK: My next questions are about the job at which you spend the most time. What kind of work do you do at the job where you spend the most time? (PROBE FOR WHAT KINDS OF THINGS THE YOUTH DOES AT THE JOB AND THE KIND OF PLACE You DOES THE WORK, E.G.,: Can you tell me a little about the place you do this work? What kinds of things do you do there?

(RECORD COMPLETE INFORMATION ON VBA SHEET AT Q.L9)

1023

If only mentions jobs around own house	1
Everything else	2
Don't know	98

IF YOUTH'S JOB IS WORK AROUND HIS/HER OWN HOUSE FOR WHICH HE/SHE GETS PAID (E.G., CHORES FOR WHICH HE/SHE GETS ALLOWANCE), GO TO L37.

IF YOUTH'S DISABILITY IS ONLY LD, SPEECH IMPAIRED, OR HARD OF HEARING (LDHOHSP=1), GO TO L11; ELSE, ASK L10.

*L10. Do you do this work at a place where most of the other workers are disabled? (CIRCLE ONE CODE)

	1024
Yes	1
No	2
Don't know	8

*L11a. About how many hours a week do you usually work at this job? (IF RESPONSE IS < 8 HOURS, PROBE TO CLARIFY IF YOUTH MEANS HOURS PER DAY OR HOURS PER WEEK. IF RESPONDENT ANSWERS IN HRS/DAY AND SAYS > 8 HRS PER DAY, PROB TO CHECK THAT R REALLY MEANS HRS/DAY. ENTER NUMBER AND CIRCLE CODE)

		1027
1025-1026 Hours per	Day	1
	Week	2
	Don't know	98

IF L11a = HOURS PER WEEK, GO TO NOTE BEFORE L11d
IF L11a = HOURS PER DAY, ASK L11b
IF L11a = DON'T KNOW GO TO L11c

#L11b. How many days a week do you usually work? (ENTER NUMBER OR CIRCLE CODE)

1028	Days/week
	Don't know 8

IF L11b=DON'T KNOW, GO TO L11c
ELSE GO TO NOTE BEFORE L11d

#L11c. Do you usually work part time or full time at this job? (IF ASKED, BY FULL-TIME WE MEAN MORE THAN 34 HOURS PER WEEK.)

	1029
Part time	1
Full time	2
Don't know	8

IF YOUTH IS IN HIGH SCHOOL NOW (B1a, B2a, X1 OR X2 = 1), GO TO L12.
IF (L11a WAS ANSWERED IN TERMS OF WEEKS AND L11a > 34 HRS/WEEK) OR
(L11a WAS ANSWERED IN TERMS OF DAYS AND L11a * L11b > 34) OR
L11c NE 1, GO TO L12;
ELSE ASK L11d.

#L11d. Do you work part time at this job because you want to, or would you rather work full time? (CIRCLE ONE CODE)

1030

Wants to work part time	1
Rather work full time	2
Don't know	8

*L12. About how much are you paid at this job? (PROBE: Is that per hour? IF ASKED, WE WANT PAY BEFORE TAXES OR DEDUCTIONS; ENTER NUMBER/CIRCLE ONE CODE)

1038

	Hour	1
$1031-1037	Week	2
Pay per:	Month	3
	Year	4
	Minimum wage	0
	Don't know	8

#L13. As part of this job, do you get... (READ LIST) (CIRCLE ONE CODE IN EACH ROW)

LIST	YES	NO	DON'T KNOW	
a. Paid vacation or sick leave	1	2	8	1039
b. Medical or hospital insurance	1	2	8	1040

IF LDHOHSP=1 GO TO L15.

^L14. Does your employer get money from a government program that is used to give you ongoing support services, such as a job counselor or job training?

1041

Yes	1
No	2
Don't know	8

#L15a. Do you think... (READ LIST; CIRCLE ONE CODE IN EACH ROW)

LIST	YES	NO	DON'T KNOW	
a. You are pretty well paid for your work?	1	2	8	1042
b. You are treated pretty well by others at your job?	1	2	8	1043
c. In your job you have lots of chances to work your way up?	1	2	8	1044

#L15b. Do you usually like this job very much, like it fairly well, not like it much, or not like it at all? (CIRCLE ONE CODE)

	1045
Like this job very much	1
Like this job fairly well	2
Not like this job much	3
Not like this job at all	4
Don't know	8

#L16. How do you usually get to work? (IF RESPONSE IS PROPER NAME, E.G., "BART", PROBE: What is that? OR Who is that?) (CIRCLE ONE CODE)

	1046-1047
Walks or rides a bike	01
Youth drives him/herself	02
Gets ride from family member	03
Gets ride from friend/coworker	04
Takes public transportation (e.g., bus, subway, taxi)	05
Service agency provides transportation	06
Other (SPECIFY)	97
Don't know	98

#L17. Did you find this job yourself, or did you have help -- like from a temporary agency or someone else you know? (CIRCLE ONE CODE)

		1048
GO TO L19	Found the job him/herself,	1
	Had help	2
GO TO L19	Don't know	8

#L18a. Who helped you? Was it... (READ CATEGORIES; CIRCLE ALL THAT APPLY)

		1049-1052
	Someone in an employment agency or other program	1
	A teacher or someone at a school,	2
	A family member, or	3
	A friend or someone else you know?	4
DON'T READ	Don't know	8

IF L18a = 1, ASK L18b; ELSE GO TO L19.

#L18b. Has someone from the agency or program stayed in touch with you to check on how you are doing on the job? (CIRCLE ONE CODE)

	1053
Yes	1
No	2
Don't know	8

#L19. About when did you start this job? (RESPONSE MAY BE THE MONTH AND YEAR YOUTH STARTED, OR HOW LONG AGO HE/SHE STARTED. IF DOESN'T KNOW, ASK: About how long have you had this job? ENTER APPROPRIATE RESPONSE)

		1056		
	Days ago	1		1057-1058 Month
1054-1055	Weeks ago	2	OR	1059-1060 Year
Number of:	Months ago	3		
	Years ago	4		Don't know 98

IF L19 GT 11/89 GO TO NOTE BEFORE L22; IF YOUTH WAS IN EXITER SUBSTUDY AND HAD THIS JOB 12 MONTHS OR MORE (EXIT_INT=1 AND L19 LE 11/89), GO TO NOTE BEFORE L36a;
ELSE, ASK L20a.

#L20a. My next few questions are about this job a year ago. About how much were you paid at this job a year ago? (PROBE: Is that per hour? IF ASKED, WE WANT PAY BEFORE TAXES OR DEDUCTIONS; ENTER NUMBER/CIRCLE ONE CODE)

		1068
	Hour	1
$1061-1067	Week	2
Pay per:	Month	3
	Year	4
	Same as now	5
	Minimum wage	0
	Don't know	8

IF L20a=8, ASK L20b; ELSE GO TO L21a.

#L20b. Was your hourly pay more, less, or about the same a year ago as it is now? (CIRCLE ONE CODE)

	1069
Paid more	1
Paid less	2
About the same	3
Don't know	8

#L21a. About how many hours a week did you usually work at this job a year ago? (IF RESPONSE IS <8 HOURS, PROBE TO CLARIFY IF IT IS HOURS PER DAY OR HOURS PER WEEK. ENTER NUMBER AND CIRCLE CODE)

		1072
1070-1071	Day	1
Hours per	Week	2
	Don't know	98

IF L21a=HOURS PER WEEK, GO TO NOTE BEFORE L22;
IF L21a=HOURS PER DAY, ASK L21b;
IF L21a=DON'T KNOW, GO TO L21c.

#L21b. How many days a week did you usually work? (ENTER NUMBER OR CIRCLE CODE)

1073 Days/week
Don't know 8

IF L21b=DON'T KNOW, GO TO L21c
ELSE GO TO NOTE BEFORE L22.

#L21c. Did you usually work part time or full time then? (IF ASKED, BY FULL-TIME WE MEAN MORE THAN 34 HOURS PER WEEK.)

1074

	Part time	1
	Full time	2
	Don't know	8

IF YOUTH ATTENDS HIGH SCHOOL NOW (B1a, B2a, X1 OR X2 = 1), GO TO L25a.

#L22. Right before you found the job you have now, was there a time you weren't working? (CIRCLE ONE CODE)

1108

	Yes	1
GO TO L25	No	2
GO TO L25	Don't know	8

#L23. Were you looking for a job during that time while you weren't working? (CIRCLE ONE CODE)

1109

	Yes	1
GO TO L25	No	2
GO TO L25	Don't know	8

#L24. About how long did you look for a job during that time before you found one? (ENTER NUMBER AND CIRCLE CODE)

1112

	Days	1
1110-1111	Weeks	2
Number of:	Months	3
	Years	4
	Don't know	8

IF YOUTH IS NOT IN HIGH SCHOOL (B1a NE 1 AND B2a NE 1) READ "Since High School" IN L25a

#L25a. (Since high school) Have you had any other paid jobs, before (this one/the ones you have now) (not including a work-study job)? (CIRCLE ONE CODE)

1113

	Yes	1
GO TO NOTE BEFORE L64	No	2
GO TO NOTE BEFORE L64	Don't know	8

#L25b. (NULL)
My next few questions are about the last job you had before the one you have now.

#L26. About when did you start that last job? (IF ASKED, WE MEAN THE MOST RECENT JOB THE YOUTH HAD BEFORE ANY OF THE JOBS HE/SHE HAS NOW; IF YOUTH HAD MORE THAN ONE JOB AT THE SAME TIME BEFORE CURRENT JOB(S), WE WANT THE JOB AT WHICH HE/SHE SPENT THE MOST TIME; RESPONSE MAY BE THE MONTH AND YEAR HE/SHE STARTED OR HOW LONG AGO HE/SHE STARTED. ENTER APPROPRIATE RESPONSE)

1118

	Days ago	1		1119-1120	Month
1116-1117	Weeks ago	2	OR	1121-1122	Year
Number of:	Months ago	3			
	Years ago	4		Don't know	98

#L27. About how long did you have that job? (RESPONSE MAY BE THE MONTH AND YEAR THE JOB ENDED OR HOW LONG YOUTH HAD IT. ENTER APPROPRIATE RESPONSE)

1125

	Days	1		1126-1127	Month
1123-1124	Weeks	2	OR	1128-1129	Year
Number of:	Months	3			
	Years	4		Don't know	98

#L28a. About how many hours a week did you usually work at that job? (PROBE TO CLARIFY IF RESPONSE IS HOURS PER DAY OR HOURS PER WEEK; ENTER NUMBER AND CIRCLE CODE)

1132

1130-1131	Day	1
Hours per	Week	2
	Don't know	98

IF L28a=HOURS PER WEEK, GO TO NOTE BEFORE L29a;
IF L28a=HOURS PER DAY, ASK L28b;
IF L28a=DON'T KNOW, GO TO L28c;

#L28b. How many days a week did you usually work? (ENTER NUMBER OR CIRCLE CODE)

1133 Days/week
Don't know 8

IF L28b-DON'T KNOW, GO TO L28c
ELSE GO TO L29a.

1134(sp)

#L28c. Did you usually work part time or full time? (IF ASKED, BY FULL-TIME WE MEAN MORE THAN 34 HOURS PER WEEK.) (CIRCLE ONE CODE)

1135

Part time	1
Full time	2
Don't know	8

#L29a. When you left that job, about how much were you paid? (PROBE: Is that per hour? IF ASKED, WE WANT PAY BEFORE TAXES OR DEDUCTIONS; ENTER NUMBER/CIRCLE ONE CODE)

1143

	Hour	1
$1136-1142	Week	2
Pay per:	Month	3
	Year	4
	Minimum wage	0
	Don't know	8

IF L29a=8, ASK L29b; ELSE GO TO L29c

#L29b. Was your hourly pay more, less or about the same when you left that job as it is now? (CIRCLE ONE CODE)

1144

Pay was more	1
Pay was less	2
About the same	3
Don't know	8

#L29c. Do you like the job you have now more, less, or about the same as that job? (CIRCLE ONE CODE)

1145

Like more	1
Like less	2
Like about the same	3
Don't know	8

#L30. When you left that job, did you quit, were you fired, were you laid off, or was it a temporary job that ended? (CIRCLE ONE CODE)

1146

	Youth quit	1
GO TO NOTE BEFORE L32	Youth was fired	2
"	Youth was laid off	3
"	Temporary job ended	4
"	Don't know	8

#L31. What was the main reason you quit? (CIRCLE ONE CODE)

	1147-1148
Found a better job	01
Wanted to look for better job	02
Didn't like hours/kind of work/working conditions	03
Wages too low	04
Youth didn't get along with coworkers/boss	05
Youth returned to school	06
Job interfered with school	07
Youth's illness/disability	08
Parents didn't want youth to work	09
Family reasons (e.g., pregnancy, had to care for family member)	10
Moved	11
Too hard to get to the job location	12
Can make more money on disability	13
Other (SPECIFY)	97
Don't know	98

IF L19 OR (L19+L24) IS BEFORE 11/89, GO TO NOTE BEFORE L35a
IF L26=BEFORE 11/89 GO TO NOTE BEFORE L32.

L31a. In the last 12 months, have you had any other paid jobs before that job?

		1446
	Yes	1
GO TO NOTE BEFORE L32	No	2
GO TO NOTE BEFORE L32	Don't Know	8

L31b How many paid jobs have you had in the last 12 months? (COUNT EACH JOB SEPARATELY. RECORD NUMBER OR CIRCLE CODE)

1114-1115
Don't Know 8

IF YOUTH WAS IN EXITER SUBSTUDY (EXIT_INT=1) GO TO NOTE BEFORE L36a;
IF L20a WAS ANSWERED or (L26 LE 11/89 and L27 =11/89 OR 12/89)
GO TO NOTE BEFORE L35;
IF L26 LE 11/89 AND L27 GT 12/89, GO TO NOTE BEFORE L33a;
IF L26 OR L27=98, ASK L32.

#L32. Did you have a paid job a year ago, that is, in November 1989? (CIRCLE ONE CODE)

		1149
	Yes	1
GO TO NOTE BEFORE L35	No	2
GO TO NOTE BEFORE L35	Don't know	8

(READ WORDS IN PARENTHESES IF Q L32 WAS NOT ASKED.) The next few questions are about your job one year ago (that is, in November, 1989).

#L33a. About how much were you paid then? (PROBE: Is that per hour? IF ASKED, WE WANT PAY BEFORE TAXES OR DEDUCTIONS; ENTER NUMBER/CIRCLE ONE CODE)

1157

	Hour	1
$1150-1156	Week	2
Pay per:	Month	3
	Year	4
	Minimum wage	0
	Don't know	8

IF L33a=8, ASK L33b; ELSE GO TO L34a

#L33b. A year ago, was your hourly pay more, less, or about the same as your pay now? (CIRCLE ONE CODE)

1158

Paid more	1
Paid less	2
About the same	3
Don't know	8

#L34a. About how many hours a week did you usually work one year ago? (IF RESPONSE IS <8 HOURS, PROBE TO CLARIFY IF IT IS HOURS PER DAY OR HOURS PER WEEK. ENTER NUMBER AND CIRCLE CODE)

1161

1159-1160	Day	1
Hours per	Week	2
	Don't know	98

IF L34a=HOURS PER WEEK, GO TO NOTE BEFORE L35a;
IF L34a=HOURS PER DAY, ASK L34b;
IF L34a=DON'T KNOW, GO TO L34c.

#L34b. How many days a week did you usually work? (ENTER NUMBER OR CIRCLE CODE)

1162	Days/week	
	Don't know	98

IF L34b=DON'T KNOW, GO TO L34c
ELSE GO TO NOTE BEFORE L35a 1163(sp)

#L34c. Did you usually work part time or full time then? (IF ASKED, BY FULL-TIME WE MEAN MORE THAN 34 HOURS PER WEEK.)

1164

Part time	1
Full time	2
Don't know	8

IF YOUTH IS IN HIGH SCHOOL NOW (B1a, B2a, X1 OR X2 = 1), ASK L35a;
ELSE GO TO NOTE BEFORE L36a.

*L35a. How many paid jobs have you had altogether? (ENTER NUMBER/CIRCLE CODE)

1165-1166	
Don't know	98

*L35b. What is the longest amount of time you have worked at one job? (IF ASKED, THIS INCLUDES CURRENT AND LAST JOB; ENTER NUMBER/CIRCLE ONE CODE)

1169

	Days	1
1167-1168	Weeks	2
Number of:	Months	3
	Years	4
	Don't know	8

IF YOUTH IS IN HIGH SCHOOL NOW (B1a, B2a, X1 OR X2 = 1), GO TO L64b;
ELSE ASK L36a.

*L36a. Since leaving high school, about how many paid jobs have you had?
(IF DOESN'T KNOW, PROBE FOR BEST GUESS; ENTER NUMBER OR CIRCLE CODE)

1170-1171 number of jobs
Don't know 98

*L36b. What is the longest amount of time you have worked at one job since leaving high school? (IF ASKED, THIS INCLUDES CURRENT AND LAST JOB; ENTER NUMBER/CIRCLE ONE CODE)

1174

1172-1173 Number of:

Days	1
Weeks	2
Months	3
Years	4
Don't know	8

GO TO L64a

#L37. (IF SKIPS HERE FROM L9, ADD WORDS IN PARENTHESES) Are you looking for a job for pay (outside the home)? (CIRCLE ONE CODE)

1175

ASK L38	Yes	1
GO TO NOTE BEFORE L40	No	2
GO TO L41	Don't know	8

#L38. About how long have you been looking for work? (YOUTH MAY GIVE THE MONTH AND YEAR HE/SHE STARTED LOOKING OR HOW LONG HE/SHE HAS BEEN LOOKING. ENTER APPROPRIATE RESPONSE)

1210

1208-1209 Number of:

Days ago	1	
Weeks ago	2	OR
Months ago	3	
Years ago	4	

1211-1212 Month
1213-1214 Year

Don't know 98

#L39. What have you done in the past month to find a job? (CIRCLE ALL THAT APPLY)

	1215-1224
Checked with a state or private employment agency	01
Checked with a military recruiter	02
Checked with an employer directly	03
Checked with family members	04
Checked with friends or acquaintances	05
Placed or answered ads	06
Looked in the newspaper	07
Used a school employment service	08
Applied for jobs	09
Other (SPECIFY)	97
Nothing	00
Don't know	98

GO TO L41.

NOTE: IF YOUTH IS NOT IN HIGH SCHOOL (B1a, B2a, X1a OR X2a NE 1), ASK L40; ELSE GO TO L41.

#L40. Why did you decide not to look for work? (CIRCLE ALL THAT APPLY)

	1225-1234
Youth didn't want to look/it was too hard to look	01
Is a homemaker/raising a family/working in the home	02
Going to school/in a training program	03
Doesn't want to work/doesn't need job or money	04
Doesn't know how to find a job	05
Avail. jobs for youth aren't worth having/don't interest him	06
Tried to get a job and couldn't/no one will hire youth	07
Aren't any jobs available	08
Parents don't want youth to work	09
Jobs too hard to get to/transportation problems	10
Would lose SSI/disability/unemployment/other benefits	11
Youth has a job that hasn't started yet/is waiting to hear about a job/program for which you has applied	12
Other (SPECIFY)	97
Don't know	98

*L41a. Have you had any paid jobs in the past 12 months (other than your work-study job/work around the house)? (CIRCLE ONE CODE)

		1235
	Yes	1
GO TO NOTE BEFORE L42	No	2
GO TO NOTE BEFORE L42	Don't know	8

*L41b. About how many paid jobs have you had in the past 12 months (other than your work-study job/work around the house)? (ENTER NUMBER OR CIRCLE CODE)

1236-1237 _____

Don't know 8

IF YOUTH HAS HAD A PAID JOB IN THE PAST 12 MONTHS (L41a = 1), GO TO Q.L44.
IF L41=2,8:
IF YOUTH WAS IN EXITER SUBSTUDY (EXIT_INT=1) GO TO L63a.
ELSE IF YOUTH IS IN HIGH SCHOOL (B1a OR B2a OR X1a OR X2a=1) GO TO L43;
ELSE ASK L42.

#L42. Have you had any paid jobs since leaving high school (other than work around the house)? (CIRCLE ONE CODE)

1238

GO TO L44	Yes	1
ASK L43	No	2
ASK L43	Don't know	8

#L43. Have you ever had a paid job (other than work around the house)? (CIRCLE ONE CODE)

1239

ASK L44	Yes	1
GO TO NOTE BEFORE L64a	No	2
GO TO NOTE BEFORE L64a	Don't know	8

My next few questions are about your last job.

*L44. What did you do at (that) job? (IF ASKED, WE MEAN THE MOST RECENT JOB THE YOUTH HAD; PROBE TO FIND OUT WHAT KINDS OF THINGS THE YOUTH DID AT THE JOB AND THE KIND OF PLACE You DID THE WORK; E.G., Can you tell me a little about the place you did this work? What kinds of things did you do there? (ENTER INFORMATION ON VBA SHEET OR CIRCLE CODE)

1240

If only mentions jobs around the house	1
Everything else	2
Don't know	98

IF L44=1 GO TO NOTE BEFORE L62a;

IF YOUTH IS LD, SPEECH, OR HARD OF HEARING ONLY (LDHOHSP=1), GO TO L46;
ELSE ASK L45.

*L45. Did you do this work at a place where most of the other workers were disabled? (CIRCLE ONE CODE)

1241

Yes	1
No	2
Don't know	8

#L46a. About when did you start that last job? (IF ASKED, WE MEAN THE MOST RECENT JOB THE YOUTH HAD BEFORE ANY OF THE JOBS HE/SHE HAS NOW; IF YOUTH HAD MORE THAN ONE JOB AT THE SAME TIME BEFORE CURRENT JOB(S), WE WANT THE JOB AT WHICH HE/SHE SPENT THE MOST TIME; RESPONSE MAY BE THE MONTH AND YEAR HE/SHE STARTED OR HOW LONG AGO HE/SHE STARTED. ENTER APPROPRIATE RESPONSE)

1441

	Days ago	1		1442-1443 Month
1439-1440	Weeks ago	2	OR	1444-1445 Year
Number of:	Months ago	3		
	Years ago	4		Don't Know 98

#L46b. About how long did you have that job? (RESPONSE MAY BE THE MONTH AND YEAR THE JOB ENDED OR HOW LONG YOUTH HAD IT. ENTER APPROPRIATE RESPONSE)

1520

	Days	1		1521-1522 Month
1518-1519	Weeks	2	OR	1523-1524 Year
Number of:	Months	3		
	Years	4		Don't Know 98

#L47a. About how many hours a week did you usually work at your last (that) job? (PROBE TO CLARIFY IF YOUTH MEANS HOURS PER DAY OR HOURS PER WEEK; ENTER NUMBER AND CIRCLE CODE)

1247

1245-1246	Day	1
Hours per	Week	2
	Don't know	98

IF L47a=HOURS PER WEEK, GO TO NOTE BEFORE L47d;
IF L47a=HOURS PER DAY, ASK L47b;
IF L47a=DON'T KNOW, GO TO L47c.

L47b. How many days a week did you usually work at that job? (ENTER NUMBER OR CIRCLE CODE)

1248 Days/week
Don't know 98

IF L47b=DON'T KNOW, GO TO L47c
ELSE GO TO NOTE BEFORE L47d.

L47c. Did you usually work part time or full time? (IF ASKED, BY FULL-TIME WE MEAN MORE THAN 34 HOURS PER WEEK. CIRCLE ONE CODE)

1249

Part time	1
Full time	2
Don't know	8

IF YOUTH IS IN HIGH SCHOOL NOW (B1a, B2a, X1a OR X2a = 1), GO TO L48;
IF (L47a WAS ANSWERED IN TERMS OF WEEKS AND L47a>34 HRS/WEEK) OR
(L47a WAS ANSWERED IN TERMS OF DAYS AND L47a*L47b>34) OR
L47c NE 1, GO TO L48;
ELSE, ASK L47d.

#L47d. Did you want to work part time, or would you rather have worked full time? (CIRCLE ONE CODE)

1250

Wanted to work part time	1
Would rather have worked full time	2
Don't know	8

#L48. About what was your pay when you left your last (that) job? (PROBE: Is that per hour? IF ASKED, WE WANT PAY BEFORE TAXES OR DEDUCTIONS; ENTER NUMBER/CIRCLE ONE CODE)

1258

	Hour	1
$1251-1257	Week	2
Pay per:	Month	3
	Year	4
	Minimum wage	0
	Don't know	8

#L49. As part of that job, did you get... (READ LIST) (CIRCLE ONE CODE IN EACH ROW)

LIST	YES	NO	DON'T KNOW	
a. Paid vacation or sick leave	1	2	8	1259
b. Medical or hospital insurance	1	2	8	1260

IF LDHOHSP=1 GO TO L51.

^L50. Did your employer receive money from a government program that was used to give you ongoing support services, such as a job counselor or job training? (CIRCLE ONE CODE)

1261

Yes	1
No	2
Don't know	8

#L51a. Do you think... (READ LIST; CIRCLE ONE CODE IN EACH ROW)

LIST	YES	NO	DON'T KNOW	
a. You were pretty well paid for your work?	1	2	8	1262
b. You were treated pretty well by others at your job?	1	2	8	1263
c. In your job you had lots of chances to work your way up?	1	2	8	1264

#L51b. Did you mostly like that job very much, like it fairly well, not like it much, or not like it at all? (CIRCLE ONE CODE)

1265

Like this job very much	1
Like this job fairly well	2
Not like this job much	3
Not like this job at all	4
Don't know	8

#L52. Did you find your last (that) job yourself, or did you have help -- like from a temporary agency or someone else you know? (CIRCLE ONE CODE)

1266

GO TO L54	Found the job him/herself	1
	Had help	2
GO TO L54	Don't know	8

#L53a. Who helped you? Was it... (READ CATEGORIES; CIRCLE ALL THAT APPLY)

1267-1270

	Someone from an employment agency or other program,	1
	A teacher or someone at a school,	2
	A family member, or	3
	A friend or someone else you know?	4
DON'T READ	Don't know	8

IF L53a. = 1, ASK L53b; ELSE GO TO L54.

#L53b. Did someone from the agency or program stay in touch with you to check on how you were doing on the job? (CIRCLE ONE CODE)

1271

Yes	1
No	2
Don't know	8

*L54. When you left that job, did you quit, were you fired, were you laid off, or was it a temporary job that ended? (CIRCLE ONE CODE)

1272

	Youth quit	1
GO TO NOTE BEFORE L56	Youth was fired	2
"	Youth was laid off	3
"	Temporary job ended	4

" Don't know 8

*L55. What was the main reason you quit? (CIRCLE ONE CODE)

	1273-1274
Found a better job	01
Wanted to look for better job	02
Didn't like hours/kind of work/working conditions	03
Wages too low	04
Youth didn't get along with coworkers/boss	05
Youth returned to school/job interfered with school	06
Youth's illness/disability	07
Parents didn't want youth to work	08
Family reasons (e.g., pregnancy, caring for relative)	09
Moved	10
Too hard to get to the job location	11
Other (SPECIFY)	97
Don't know	98

IF YOUTH IS IN HIGH SCHOOL NOW (B1a, B2a, X1 OR X2 = 1) GO TO NOTE BEFORE L59.

#L56. Right before you got that job was there a time you weren't working? (CIRCLE ONE CODE)

1275

	Yes	1
GO TO NOTE BEFORE L59	No	2
GO TO NOTE BEFORE L59	Don't know	8

#L57. Were you looking for a job during that time? (CIRCLE ONE CODE)

1276

	Yes	1
GO TO NOTE BEFORE L59	No	2
GO TO NOTE BEFORE L59	Don't know	8

#L58. About how long did you look for a job then before finding one?

1310

	Days	1
1308-1309	Weeks	2
Number of:	Months	3
	Years	4
	Don't know	98

IF IN EXITER SUBSTUDY (EXIT_INT=1), GO TO L63a.
IF L46b LE 11/89 OR (L46a LE 11/89 AND L46b-11/89, 12/89) GO TO NOTE BEFORE L62a;
/*left last job before one year ago so didn't have job one year ago, or left last job one year ago, so answers to L47-L48 can be used for next questions*/
IF L46a LE 11/89 AND L46b GT 12/89 GO TO NOTE BEFORE L60.
/*We already know youth had last job one year ago, so don't ask if had job, but ask about job*/
ELSE (INCLUDING L46a OR L46b=98) CONTINUE WITH L59

#L59. Did you have a paid job a year ago, that is, in November 1989? (CIRCLE ONE CODE)

1315

	Yes	1
GO TO NOTE BEFORE L62	No	2
GO TO NOTE BEFORE L62	Don't know	8

(READ WORDS IN PARENTHESIS IF L59 WAS NOT ASKED.) The next few questions are about your job one year ago (that is, in November, 1989)

#L60. About how much were you paid then? (IF ASKED, WE WANT PAY BEFORE TAXES OR DEDUCTIONS; ENTER NUMBER/CIRCLE ONE CODE)

		1323
	Hour	1
$1316-1322	Week	2
Pay per:	Month	3
	Year	4
	Minimum wage	0
	Don't know	8

#L61a. About how many hours a week did you usually work one year ago? (IF <8 HRS, PROBE TO CLARIFY IF YOUTH MEANS HOURS PER DAY OR HOURS PER WEEK. ENTER NUMBER AND CIRCLE CODE)

		1326
	Day	1
1324-1325	Week	2
Hours per	Don't know	98

IF L61a=HOURS PER WEEK, GO TO NOTE BEFORE L62;
IF L61a=HOURS PER DAY, ASK L61b;
IF I61a=DON'T KNOW, GO TO L61c.

#L61b. How many days a week did you usually work? (ENTER NUMBER OR CIRCLE CODE)

1327	Days/week
	Don't know 8

IF L61b=DON'T KNOW, GO TO L61c
ELSE GO TO NOTE BEFORE L62. 1328(sp)

#L61c. Did you usually work part time or full time? (IF ASKED, BY FULL-TIME WE MEAN MORE THAN 34 HOURS PER WEEK.)

	1329
Part time	1
Full time	2
Don't know	8

IF YOUTH IS IN HIGH SCHOOL (B1a, B2a, X1a OR X2a = 1), ASK L62a;
ELSE, GO TO NOTE BEFORE L63a.

*L62a. How many paid jobs have you had altogether? (ENTER NUMBER OR CIRCLE CODE) (IF ASKED: Does not include work around the house)

1330-1331	
Don't know	98

*L62b. What is the longest amount of time you have worked at one job? (CAN INCLUDE LAST JOB; ENTER NUMBER/CIRCLE ONE CODE) (IF ASKED: Does not include work

around the house)

		1334
	Days	1
1332-1333	Weeks	2
Number of:	Months	3
	Years	4
	Don't know	8

IF YOUTH IS IN HIGH SCHOOL (B1a, B2a, X1a OR X2a = 1), GO TO L64b.

*L63a. Since leaving high school, how many paid jobs have you had? (ENTER NUMBER OR CIRCLE CODE)

1335-1336

Don't know

IF 00, GO TO NOTE BEFORE L64a.

*L63b. What is the longest amount of time you have worked at one job since leaving high school? (CAN INCLUDE LAST JOB; ENTER NUMBER/CIRCLE ONE CODE)

1339

	Days	1
1337-1338	Weeks	2
Number of:	Months	3
	Years	4
	Don't know	8

IF YOUTH IS IN HIGH SCHOOL NOW (B1a, B2a, X1a, OR X2a = 1), GO TO L64b.
ELSE CONTINUE.

*L64a. Since high school, have you done any volunteer activity? (CIRCLE ONE CODE)

1340

Yes	1
No	2
Don't know	8

IF L64a=2,8 GO TO NOTE BEFORE L65a.
IF L64a=1 AND (B3 or X3=1), GO TO L64C; ELSE CONTINUE.

*L64b. In the past 12 months, have you done any volunteer activity? (CIRCLE ONE CODE)

1341

	Yes	1
GO TO NOTE BEFORE L65a	No	2
GO TO NOTE BEFORE L65a	Don't know	8

*L64c. Are you doing any volunteer activity now? (CIRCLE ONE CODE

1342

Yes	1
No	2
Don't know	8

IF YOUTH IS IN HIGH SCHOOL NOW (B1a OR B2a OR X1a or X2a=1), GO TO L65b.
ELSE IF YOUTH HAS HAD ANY PAID JOBS [(L6a AND L6b=1) OR L41a OR L42=1], GO TO NOTE BEFORE L66. ELSE CONTINUE.

^L65a. Since high school, have you had any jobs outside the home for which you weren't paid, such as, in a sheltered workshop? (IF ASKED: A sheltered workshop is a place where most of the other workers are disabled.) (CIRCLE ONE CODE)

1343

Yes	1
No	2
Don't know	8

IF L65a=1 AND YOUTH WAS IN SCHOOL IN THE PAST 12 MONTHS (B3 OR X3=1), GO TO L65c.
IF L65a=2,8 GO TO NOTE BEFORE L66. ELSE CONTINUE.

^L65b. In the past 12 months, have you had any (other)~ jobs outside the home for which you weren't paid, such as, in a sheltered workshop? (IF ASKED: A sheltered workshop is a place where most of the other workers are disabled.) (CIRCLE ONE CODE)

1344

	Yes	1
GO TO NOTE BEFORE L66	No	2
GO TO NOTE BEFORE L66	Don't know	8

^L65c. Do you now have any jobs outside the home for which you aren't paid, such as, in a sheltered workshop? (IF ASKED: A sheltered workshop is a place where most of the other workers are disabled.) (CIRCLE ONE CODE)

1345

Yes	1
No	2
Don't know	8

NOTE: IF L41=2 or 8 (no paid jobs in the past 12 months), GO TO L69
IF L6=1, (HAS A PAID JOB NOW) FIRST WORDING WILL BE USED.

#L66. Thinking ahead a year from now, do you think you'll have...(READ CATEGORIES; CIRCLE ONE CODE)

1346

A job that's about the same as (the job you has now) (your last job)	1
A better job than (you has now)(your last job), or	2
No job at all?	3
DON'T READ Don't know	8

IF L66 = 3, GO TO NOTE BEFORE M1; ELSE ASK L67.

#L67. A year from now, do you think you'll be paid...(READ CATEGORIES; CIRCLE ONE CODE)

1347

About the same as (you are now)(at your last job), or	1
Better than (you are now)(at your last job)	2
Expects youth to be paid worse than is paid now	3
DON'T READ Don't know	8

IF L66 OR L67=2 ASK L68a, ELSE GO TO NOTE BEFORE M1.

~READ "OTHER" IF L65a = 1

#L68a. Are you doing anything now to get a better job or higher pay? (CIRCLE ONE CODE)

	1348
Yes	1
No	2
Don't know	8

IF L68a = 1, ASK L68b; ELSE GO TO NOTE BEFORE M1

#L68b. What are you doing to get a better job or higher pay? (CIRCLE ALL THAT APPLY)

	1349-1358
Looking for a better job	01
Going to school/getting needed training	02
Working to get experience	03
Trying to get ahead at present job	04
Talking to friends or relatives to get jobs or leads	05
Getting help from school staff or placement service	06
Using a public or private employment agency	07
Contacting/interviewing with potential employers	08
Look in the newspapers/read other advertisements	09
Applying for jobs	10
Other (SPECIFY)	97
Don't know	98

GO TO NOTE BEFORE M1.

#L69. A year from now, do you think you'll have a paid job? (CIRCLE ONE CODE)

		1359
ASK L70	Yes	1
GO TO NOTE BEFORE M1	No	2
GO TO NOTE BEFORE M1	Don't know	8

#L70. What do you plan to do to get a paid job? (If response is general, like "look for work" PROBE: How do you plan to do that? (CIRCLE ALL THAT APPLY)

	1360-1369
Nothing/has no plan	01
Go to school/get training needed to get a job	02
Look in the newspapers/read other advertisements	03
Contact employers directly	04
Talk to friends or relatives to get jobs or leads	05
Get help from school staff or placement service	06
Use a public or private employment agency	07
Other (SPECIFY)	97
Don't know	98

IF YOUTH IS IN HIGH SCHOOL NOW (B1a, B2a, X1a, OR X2a = 1), GO TO SECTION N.

M. Postsecondary Education Outcomes

My next questions are about school.

ASK M0a IF (SECTION X WAS NOT ANSWERED AND IF EXT INT=1 AND (B3-1 OR COMPSTAT = BLANK) OR (IF SECTION X WAS NOT ANSWERED AND EXT INT =0). ELSE SKIP TO M1.

M0a. When you (last) left high school, did you graduate, drop out, were you suspended or expelled, or were you older than the school age limit?

1554

	Graduated	1
	Certificated	2
	Dropped out	3
	Suspended	4
	Expelled	5
	Aged out	6
GO TO SECTION N	Still in high school	7
	Don't know	8

IF M0a=3, ASK M0b; ELSE GO TO M1.

M0b. Why did you leave school? (CIRCLE ALL THAT APPLY)

1555-1564

Got married	01
Got pregnant or had a child	02
Poor grades/not doing well	03
Wanted/needed to find a job	04
Offered a job, chose to work	05
Wanted to enter military	06
Moved	07
Didn't like school (PROBE)	08
School too dangerous	09
Wanted to travel	10
Friends were dropping out	11
Didn't get into program	12
Illness/disability	13
Couldn't get along with teachers	14
Couldn't get along with students	15
Couldn't get childcare	16
Trouble getting or using transportation	17
Other (SPECIFY)_____	97
Don't know	98

*M1. Have you been in school at all since you left high school? (CIRCLE ONE CODE)

1370

	Yes	1
GO TO M33	No	2

GO TO M33 Don't know 8

IF (M0A OR X5=1,2) OR (M0A AND X5 WERE NOT ANSWERED AND COMPSTAT=1,2)
GO TO NOTE BEFORE M6;
ELSE IF IN EXITER SUBSTUDY (EXIT INT=1), GO TO Q. M3;
ELSE, ASK M2.

*M2. Since leaving high school, have you taken classes to earn a high school diploma, such as a GED course? (CIRCLE ONE CODE)

1371

Yes	1
No	2
Don't know	8

IF M2 = 2,8, GO TO M6;
IF M2 = 1 AND YOUTH ATTENDED HIGH SCHOOL IN THE PAST 12 MONTHS (B3 or X3 = 1), GO TO M4;
ELSE, ASK M3.

*M3. In the past 12 months, have you taken any classes to earn a high school diploma (such as a GED course)? (CIRCLE ONE CODE)

1372

Yes	1
No	2
Don't know	8

IF M2 OR M3 = 1, ASK M4; ELSE GO TO NOTE BEFORE M6.

*M4. Did you get a diploma from these classes? (CIRCLE ONE CODE)

1373

GO TO NOTE BEFORE M6

Yes	1
No	2
Don't know	8

*M5. Are you taking these classes now? (CIRCLE ONE CODE)

1374

Yes	1
No	2
Don't know	8

IF YOUTH IS IN EXITER SUBSTUDY (EXIT_INT=1), GO TO Q. M7.

*M6. Since leaving high school, have you taken any classes from a 2-year, junior, or community college? (CIRCLE ONE CODE)

1375

Yes	1
No	2
Don't know	8

IF M6 = 2,8, GO TO M14;
IF M6 = 1 AND YOUTH ATTENDED HIGH SCHOOL IN THE PAST 12 MONTHS (B3 or X3=1), GO TO M8;
ELSE, ASK M7.

*M7. In the past 12 months, have you taken any classes from a 2-year, junior, or community college? (CIRCLE ONE CODE)

1376

Yes	1
No	2
Don't know	8

IF M7 = 1, ASK M8.
IF M7 NE 1 AND YOUTH IS IN EXITER SUBSTUDY (EXIT_INT=1), GO TO M15.
ELSE GO TO M10.

*M8. Are you taking any classes from a 2-year college now? (CIRCLE ONE CODE)

1408

ASK M9	Yes	1
GO TO M10	No	2
GO TO M10	Don't know	8

*M9. Are you going full time or part time to a 2-year college? (IF ASKED, FULL TIME MEANS TAKING A FULL COURSELOAD OF 12 CREDITS OR MORE AT A TIME OR BEING IN CLASS AT LEAST 12 HOURS PER WEEK; CIRCLE ONE CODE)

1409

Part time	1
Full time	2
Don't know	8

GO TO M11

*M10. When you went to a 2-year college did you go mostly full time or part time? (IF ASKED, FULL TIME IS TAKING A FULL COURSELOAD OF 12 CREDITS OR MORE AT A TIME OR BEING IN CLASS AT LEAST 12 HOURS PER WEEK; CIRCLE ONE CODE)

1410

Part time	1
Full time	2
Don't know	8

*M11. Have you taken mostly vocational courses to train for a job, like auto repair or office work, or have you taken mostly academic courses, like English or science? (CIRCLE ONE CODE)

1411

Taking vocational courses	1
Taking academic courses	2
Taking equal number of courses	3
Don't know	8

*M12. Have you gotten a diploma, certificate, or license from this work? (CIRCLE ONE CODE)

1412

Yes	1
No	2
Don't know	8

IF M12 = 1 AND M8 NE 1, GO TO NOTE BEFORE M14. 1413-1414(sp)

*M13. Are you working toward (a/another) diploma, certificate or license from a 2-year college? (CIRCLE ONE CODE)

1415

Yes	1
No	2
Don't know	8

IF YOUTH IS IN EXITER SUBSTUDY (EXIT_INT=1), GO TO M15.

*M14. Since leaving high school, have you taken any classes from a vocational or trade school? (IF ASKED, THIS DOES NOT INCLUDE A 2-YEAR, JUNIOR, OR COMMUNITY COLLEGE EVEN IF THE COURSES TAKEN THERE ARE VOCATIONAL COURSES. IT DOES INCLUDE SUCH THINGS AS BEAUTY SCHOOL, MECHANICS SCHOOL, SECRETARIAL SCHOOL, OTHER TRADE SCHOOLS.) (CIRCLE ONE CODE)

1416

Yes	1
No	2
Don't know	8

IF M14 = 2,8, GO TO M21;
IF M14 = 1 AND YOUTH ATTENDED HIGH SCHOOL IN THE PAST 12 MONTHS (B3 or X3 = 1), GO TO M16;
ELSE, ASK M15.

*M15. In the past 12 months, have you taken any classes from a vocational or trade school? (IF ASKED, THIS DOES NOT INCLUDE A 2-YEAR, JUNIOR, OR COMMUNITY COLLEGE EVEN IF THE COURSES TAKEN THERE ARE VOCATIONAL COURSES. IT DOES INCLUDE SUCH THINGS AS BEAUTY SCHOOL, MECHANICS SCHOOL, SECRETARIAL SCHOOL, OTHER TRADE SCHOOLS.) (CIRCLE ONE CODE) (CIRCLE ONE CODE)

1417

Yes	1
No	2
Don't know	8

IF M15 = 1, ASK M16;
IF M15 NE 1 AND YOUTH IS IN EXITER SUBSTUDY (EXIT_INT=1), GO TO M22. ELSE GO TO M18.

*M16. Are you taking any classes from a vocational or trade school now? (CIRCLE ONE CODE)

1418

ASK M17	Yes	1
GO TO M18	No	2
GO TO M18	Don't know	8

*M17. Are you going full time or part time to a vocational school? (IF ASKED, FULL TIME MEANS TAKING A FULL COURSELOAD OF 12 CREDITS OR MORE AT A TIME OR BEING IN CLASS AT LEAST 12 HOURS PER WEEK; CIRCLE ONE CODE)

1419

Part time	1
Full time	2
Don't know	8

GO TO M19

*M18. When you went to a vocational or trade school, did you go mostly full time or part time? (IF ASKED, FULL TIME MEANS TAKING A FULL COURSELOAD OF 12 CREDITS OR MORE AT A TIME OR BEING IN CLASS AT LEAST 12 HOURS PER WEEK; CIRCLE ONE CODE)

1420

Part time	1
Full time	2
Don't know	8

*M19. Have you gotten a diploma, certificate, or license from this work? (CIRCLE ONE CODE)

1421

Yes	1
No	2
Don't know	8

IF M19=1 AND M16 NE 1, GO TO NOTE BEFORE M21.

#M20. Are you working toward a/another diploma, certificate or license from vocational school? (CIRCLE ONE CODE)

1422

Yes	1
No	2
Don't know	8

IF YOUTH IS IN EXITER SUBSTUDY (EXIT_INT=1), GO TO M22.

*M21. Since high school, have you taken any classes from a 4-year college or university? (CIRCLE ONE CODE)

1423

Yes	1
No	2
Don't know	8

IF YOUTH HAS NOT TAKEN CLASSES SINCE HIGH SCHOOL (M2 = 2,8, M6 =2,8, M14 = 2,8 AND M21 = 2,8), GO TO NOTE BEFORE M33;
IF YOUTH HAS NOT ATTENDED A 4-YEAR COLLEGE, BUT HAS TAKEN OTHER CLASSES [M21 NE 1 AND (M6, M14, OR M2 = 1)], GO TO NOTE BEFORE M28;
IF M21 = 1 AND YOUTH ATTENDED HIGH SCHOOL IN THE PAST 12 MONTHS (B3 OR X3 = 1), GO TO M23;
ELSE, ASK M22.

*M22. In the past 12 months, have you taken any classes from a 4-year college or university? (CIRCLE ONE CODE)

1424

Yes	1
No	2
Don't know	8

IF M22 = 1 CONTINUE WITH M23
IF M22=2,8:
IF M21=1 GO TO M25 [TOOK CLG CLASSES BUT NOT IN LAST 12 MONTHS]
IF EXIT_INT=1: [M21 NOT ASKED]
IF M3=2,8 AND M7=2,8 AND M15=2,8 GO TO M33 [NO CLASSES LAST 12 MOS]
ELSE GO TO NOTE BEFORE M28. [SOME CLASSES LAST 12 MOS]
END IF

*M23. Are you taking any classes from a 4-year college or university now? (CIRCLE ONE CODE)

1425

ASK M24	Yes	1
GO TO M25	No	2
GO TO M25	Don't know	8

*M24. Are you mostly going full time or part time to a 4-year college? (IF ASKED, FULL TIME MEANS TAKING A FULL COURSELOAD OF 12 CREDITS OR MORE AT A TIME OR BEING IN CLASS AT LEAST 12 HOURS PER WEEK; CIRCLE ONE CODE)

1426

Part time	1
Full time	2
Don't know	8

GO TO NOTE BEFORE M26
*M25. When you went to a 4-year college did you go mostly full time or part time? (IF ASKED, FULL TIME MEANS TAKING A FULL COURSELOAD OF 12 CREDITS OR MORE AT A TIME OR BEING IN CLASS AT LEAST 12 HOURS PER WEEK; CIRCLE ONE CODE)

1427

Part time	1
Full time	2
Don't know	8

IF YOUTH HAS BEEN OUT OF SCHOOL FOR 2 OR MORE YEARS [B4 OR X4 IS NOV '88 OR BEFORE, OR (EXIT_INT=1 AND EX2 IS NOV '88 OR BEFORE)], ASK M26; ELSE GO TO M27.

*M26. Have you gotten a diploma, certificate, or license from this work? (CIRCLE ONE CODE)

	1428
Yes	1
No	2
Don't know	8

IF M26 = 1 AND M23 NE 1, GO TO NOTE BEFORE M28.

#M27. Are you working toward a/another degree from a 4-year college or university? (CIRCLE ONE CODE)

	1429
Yes	1
No	2
Don't know	8

IF NOT NOW TAKING COURSES (M5 AND M8 AND M16 AND M23 NE 1), GO TO NOTE BEFORE M29

#M28. How do you usually get to your classes? (CIRCLE ONE CODE)

	1430-1431
Walks/rides a bike	01
Youth drives him/herself	02
Gets ride from family member	03
Gets ride from friend/coworker	04
Takes public transportation (e.g., bus, subway, taxi)	05
Service agency provides transportation	06
Other (SPECIFY)	97
Don't know	98

IF YOUTH HAS NOT TAKEN COURSES IN THE PAST 12 MONTHS (M3, M7, M15, AND M22 NE 1), GO TO NOTE BEFORE M33;
IF YOUTH ATTENDED HIGH SCHOOL IN THE PAST 12 MONTHS (B3 or X3 = 1) OR YOUTH WAS IN EXITER SUBSTUDY (EXIT_INT=1), GO TO M31;
ELSE, ASK M29.

#M29. Were you in school a year ago, in November 1989? (CIRCLE ONE CODE)

		1432
	Yes	1
GO TO M31	No	2
GO TO M31	Don't know	8

#M30. Were you mostly a full time or a part time student a year ago? (CIRCLE ONE CODE)

	1433
Part time	1
Full time	2
Don't know	8

#M31. Have you gotten grades in the classes you have taken in the past 12 months (not including courses taken in high school)? (CIRCLE ONE CODE)

1434

	Yes	1
GO TO NOTE BEFORE M33	No	2
GO TO NOTE BEFORE M33	Don't know	8

#M32. What kind of grades have you gotten in your classes in the past 12 months? Have you gotten... (READ CATEGORIES; CIRCLE ONE CODE)

1435

	Mostly A's (3.75 to 4.00 Grade point average)	1
	Mostly B's (2.75 to 3.24 GPA)	3
	Mostly C's (1.75 to 2.24 GPA), or	5
	Mostly D's or below (less than 1.25 GPA)	7
	About half A's and half B's (3.25 to 3.74 GPA)	2
DON'T READ	About half B's and half C's (2.25 to 2.74 GPA)	4
	About half C's and half D's (1.24 to 1.74 GPA)	6
	Don't know	8

IF M5 OR M8 OR M16 OR M23=1 GO TO SECTION N.

^M33. Do you plan to go back to school in the next 12 months? (CIRCLE ONE CODE)

1436

	Yes	1
GO TO N1	No	2
GO TO N1	Don't know	8

^M34. What type of school do you plan to attend? (CIRCLE ONE CODE)

1437

High school or school that gives a GED	1
2-year, junior, or community college	2
Vocational or trade school	3
4-year college	4
Other (SPECIFY)	7
Don't know	8

N. Residential Arrangements

My next questions are about your living situation.

IF NO PARENT INTERVIEW OR IF C1=98,99, ASK Q. N1; ELSE, GO TO NOTE BEFORE N2.

*N1. Where do you live now? (IF ASKED, WE MEAN THE PLACE WHERE YOU USUALLY SPEND AT LEAST 5 NIGHTS A WEEK; OK TO READ CATEGORIES IF NEEDED; CIRCLE ONE CODE)

		421-422
	With parent or non-family legal guardian	01
	Alone	02
	With a spouse or roommate	03
	With an adult family member other than a spouse or parent	04
	In a residential or boarding school other than a college	05
	In a college dormitory	06
	In military housing in barracks	07
	In a supervised group home	08
	In hospital/medical facility or institution for the disabled	10
	Transient, homeless, on the street, in their car	11
	Jail or correctional facility	12
DON'T READ	Other (SPECIFY)	97
	Don't know	98

IF (C1 NE 1) AND (N1 NE 1), GO TO NOTE BEFORE N3.

#N2. Do you want to be living with your parent or guardian or would you rather be living somewhere else? (CIRCLE ONE CODE)

		1542
	Wants to live with parent/guardian	1
	Wants to live somewhere else	2
	Don't know	8

IF C3=1,2 GO TO SECTION O. ELSE ASK N3.

*N3. Have you lived anywhere else in the last 12 months? (CIRCLE ONE CODE)

		1543
	Yes	1
GO TO O1	No	2
GO TO O1	Don't know	8

#N4. Where else have you lived in the past 12 months? (PROBE: Anywhere else?) (CIRCLE ALL THAT APPLY)

1544-1553

	With parent or non-family legal guardian	01
	Alone	02
	With a spouse or roommate	03
	With an adult family member other than a spouse or parent	04
	In a residential or boarding school other than a college	05
	In a college dormitory	06
	In military housing in barracks	07
	In a supervised group home	08
	In a mental health facility, or institution	09
	In a hospital/medical facility or institution for the disabled	10
	Transient, homeless, on the street, in their car	11
	Jail or correctional facility	12
DON'T READ	Other (SPECIFY)	97
	Don't know	98

O. Independent Living

*O1. Do you have any children? (CIRCLE ONE CODE)

1452

Yes	1
No	2
Don't know	8

*O2. Are you... (READ CATEGORIES; CIRCLE ONE CODE)

1453

	Engaged	1
	Single, never married	2
	Married or living with someone of the opposite sex	3
	Divorced or separated	4
	Widowed	5
DON'T READ	Don't know	8

IF YOUTH IS IN HIGH SCHOOL NOW (B1A OR B2A OR X1A OR X2A=1) ASK O3a.
ELSE GO TO O3b.

*O3. About how many days a week do you get together socially with friends outside of school? (OK TO READ CATEGORIES)

1454

Never	0
Less than once a week	1
One	2
Two or three	3
Four or five	4
Six or seven	5
Don't know	8

GO TO NOTE BEFORE O4a.

O3b. About how many days a week do you get together socially with friends or family members, other than those you live with? (OK TO READ CATEGORIES)

Never	0
Less than once a week	1
One	2
Two or three	3
Four or five	4
Six or seven	5
Don't know	8

IF YOUTH IS IN HIGH SCHOOL NOW (B1a, B2a, X1a, OR X2a = 1) OR HAS BEEN IN SCHOOL IN PAST 12 MONTHS (X3 OR B3=1), ASK O4a; ELSE GO TO Q. O4b.

*O4a. In the past 12 months, have you belonged to any school clubs or groups, like a sports team or band?

1455

Yes	1
No	2
Don't know	8

*O4b. In the past 12 months, have you belonged to any (other) social or community groups, like a sports team or a church group? (CIRCLE ONE CODE)

1456

Yes	1
No	2
Don't know	8

IF O4a OR O4b = 1, ASK O4c; ELSE, GO TO O5.

^O4c. In the past 12 months, how many times did you get together with these groups? (ANSWER CAN BE NUMBER OF TIMES PER WEEK, MONTH, OR YEAR) (ENTER NUMBER AND CIRCLE CODE)

1459

1457-1458 Times per	Week	1
	Month	2
	Year	3
	Don't know	8

IF BLIND, SKIP TO O6. IF SEVERE, SKIP TO O10

#O5. Do you have a drivers' license? (CIRCLE ONE CODE)

1460

Yes	1
No	2
Don't know	8

IF YOUTH IS UNDER AGE 18, GO TO NOTE BEFORE O7; ELSE ASK O6.

^O6. Are you registered to vote? (CIRCLE ONE CODE)

1461

Yes	1
No	2
Don't know	8

IF YOUTH IS IN HIGH SCHOOL NOW (B1a, B2a, X1a, OR X2a = 1), ASK O7; ELSE GO TO O8.

+07. Do you get an allowance or have other money about which you make decisions? (IF ASKED, THIS COULD INCLUDE MONEY EARNED FROM A JOB) (CIRCLE ONE CODE)

	1462
Yes	1
No	2
Don't know	8

IF YOUTH IS NOT IN HIGH SCHOOL NOW (B1a, B2a, X1a, OR X2a NE 1), ASK 08; ELSE GO TO NOTE BEFORE 09a.

*08. Do you have ... (READ CATEGORIES; CIRCLE ONE CODE IN EACH ROW)

	YES	NO	DON'T KNOW	
a. A savings account	1	2	8	1463
b. A checking account where you write checks	1	2	8	1464
c. Credit cards or charge accounts in your own name	1	2	8	1465

IF (E6 = 8 OR E6 WAS NOT ASKED) AND L13b NE 1 ASK 09;
ELSE, GO TO 010.

#09. Are you covered by private health or medical insurance? (CIRCLE ONE CODE) (IF ASKED: This includes parents' private insurance, parents' company [work] insurance)

	1466
Yes	1
No	2
Don't know	8

*010. Have you ever been arrested? (CIRCLE ONE CODE)

	1467
Yes	1
No	2
Don't know	8

*011. During the past few weeks, how have you spent most of your time? (OK TO READ CATEGORIES; CIRCLE ALL THAT APPLY)

1468-1477

	Worked for pay	01
	Gone to school or a training program	02
	Raised children or kept house	03
	Looked for work	04
	Done volunteer work	05
	Been in an organized program other than school or training	06
	Been in a hospital	07
	Been in an institution (not a correctional facility)	08
	Been in jail or another correctional facility	09
	Listening to music	10
	Playing sports	11
	Hanging out/doing nothing	12
	Did something else (SPECIFY)	97
DON'T READ	Don't know	98

IF 011 = 1-6 OR 97, DD, RR, ASK 012; ELSE, GO TO CLOSE.

^012. During the past few weeks, how have you spent most of your leisure time (that is, time not working or going to school)? USE CODES/VBA TO RECORD ANSWER.

	1508-1517
Visiting with family members	01
Visiting with friends	02
Reading for pleasure	03
Going out on dates	04
Just driving or riding around (alone or with friends)	05
Talking with friends on the telephone	06
Thinking or daydreaming	07
Watching television	08
Listening to music	09
Playing sports	10
Hanging out at shopping mall	11
Hanging out somewhere else/doing nothing	12
Other (USE VBA)	97
Don't know	98

Thank you very much for your help in answering these questions.

Appendix C

PARENT AND YOUTH MAIL QUESTIONNAIRES

1990 Parent Survey
1990 Youth Survey
1990 Student Survey

SRI International

OMB 1820-0581

1990 PARENT SURVEY

U.S. Department of Education
National Transition Study

The questions in this survey refer to the youth listed on the label above. Please read each question carefully and circle one number next to the best response, unless otherwise indicated.

National Longitudinal Transition Study

333 Ravenswood Avenue • Menlo Park, CA 94025-3493 • (415) 326-6200 • FAX: (415) 326-5512 • Telex: 334486

INDEPENDENCE

1. Where does the youth listed on the front label live now?
   (*Please circle one number*)
   1 Alone
   2 With a parent or legal guardian
   3 With a spouse or roommate
   4 With an adult family member other than a spouse or parent
   5 In a residential or boarding school other than a college
   6 In a college dormitory
   7 In military housing
   8 In a supervised group home
   9 In a mental health facility, hospital, or institution for the disabled
   10 Transient, homeless, on the street, in a car
   11 In jail or a correctional facility
   12 Other (*Please describe*) _____

2. Is the youth registered to vote?
   1 Yes
   2 No

3. In the past 12 months, has he/she belonged to any school clubs or groups, like a sports team or band?
   1 Yes
   2 No

4. In the past 12 months, has he/she belonged to any other social or community groups, like a church group?
   1 Yes
   2 No

5. Which of the following does he/she have?
   (*Please circle all that apply*)
   1 A savings account
   2 A checking account where he/she writes checks
   3 Credit cards or charge accounts in his/her own name
   4 A driver's license
   5 None of these

6. Is the youth taking part in any volunteer activity now?
   1 Yes → ***(PLEASE GO TO QUESTION 8)*** →
   2 No

7. Has he/she taken part in volunteer activities during the past 12 months?
   1 Yes
   2 No

8. About how many days a week does the youth get together socially with friends or family members, other than those he/she lives with?
(*Please circle one number*)
   1 Never
   2 Less than once a week
   3 Once a week
   4 Two or three days a week
   5 Four or five days a week
   6 Six or seven days a week

9. Does he/she have any children?
   1 Yes
   2 No

10. Is he/she:
(*Please circle one number*)
   1 Engaged
   2 Single, never married
   3 Married, or living with someone of the opposite sex
   4 Divorced or separated
   5 Widowed

11. Has he/she ever been arrested?
   1 Yes
   2 No

12. In the past few weeks, how has the youth spent most of his/her time?
(Please circle all that apply)
   1 Working for pay
   2 Attending school or a training program
   3 Raising children or keeping house
   4 Looking for work
   5 Doing volunteer work
   6 Participating in an organized program other than a school or training program
   7 Was in a hospital or an institution (not a jail or prison)
   8 Was in a jail or another correctional facility
   9 Doing something else (*Please describe*) _____

13. During the past few weeks, how has the youth spent most of his/her leisure time (that is, time not working or going to school)?
(Please circle all that apply)
   1 Visiting with family members
   2 Visiting with friends
   3 Going out on dates
   4 Talking on the telephone
   5 Reading for pleasure
   6 Playing sports
   7 Listening to music
   8 Watching television
   9 Not doing much, thinking or daydreaming, or just hanging out
   10 Other (*Please describe*) _____

14. Which of the following types of training or services is the youth getting now?
(Please circle all that apply)

1 Career counseling or help in finding a job
2 Training in specific job skills, like car repair or food service
3 Training in how to do things like managing money, or cooking, or other life skills training or occupational therapy, not from family members or friends
4 Help from a tutor, a reader to help the youth understand written material, or an interpreter to help the youth communicate
5 Speech or language therapy
6 Personal counseling or therapy (e.g., psychological counseling, mental health services, drug abuse therapy, group counseling)
7 Physical therapy, mobility training, or other help with physical disabilities (not including medical treatment)
8 None of these

15. Is the youth getting any services from the Vocational Rehabilitation Agency now?
(It is an agency that provides services to persons with disabilities.)

1 Yes
2 No

16. Has the youth ever received services from the state Vocational Rehabilitation Agency?

1 Yes
2 No

EMPLOYMENT

17. Does the youth have a paid job now?

1 Yes
2 No *(IF NO, PLEASE ANSWER QUESTION 17a.)*

17a. Is he/she looking for work?
1 Yes
2 No

18. Has this youth had any paid jobs in the past 12 months?

1 Yes
2 No → *(IF NO, PLEASE GO TO QUESTION 25 ON THE NEXT PAGE.)* →

19. About how many paid jobs has he/she had in the past 12 months?

_____ Number of paid jobs

THE FOLLOWING QUESTIONS APPLY TO THE YOUTH'S CURRENT OR MOST RECENT JOB.

20. What type of work has he/she done at that job and at what kind of place? (Please be specific. Here are some examples of types of work and kinds of places: janitor at fast food restaurant; stock person in grocery store; receptionist at lawyer's office; baby-sitter for uncle and aunt.)

    Please describe: _____

    _____

21. How long has he/she worked at this job?

    _____ months

22. About how many hours per week has he/she usually worked at this job?

    _____ hours per week

23. About how much has the youth earned per hour at this job?

    $_____ . _____ per hour

24. Does the youth get:
    (Please circle all that apply)
    1 Paid vacation or sick leave?
    2 Medical or hospital insurance?
    3 Neither of these?

EDUCATION

25. Is the youth in junior or senior high school now?
    1 Yes
    2 No → ***(IF NO, PLEASE GO TO QUESTION 28 ON THE NEXT PAGE.)*** →

THESE QUESTIONS ARE FOR YOUTH WHO ARE NOW IN JUNIOR OR SENIOR HIGH SCHOOL.

26. What grade is he/she in?

    _____ Grade level

27. What is the full name of the junior or senior high school that the youth attends?

    School name: _____

    Street: _____

    City: _____ State: _____

    (PLEASE GO TO QUESTION 38 ON PAGE 6.) →

THESE QUESTIONS ARE FOR YOUTH NO LONGER IN JUNIOR OR SENIOR HIGH SCHOOL:

28. When did the youth leave high school (or junior high school, if he/she did not go to high school)?

    _____ Month / _____ Year

29. When the youth left school, did he/she:
    1 Graduate
    2 Drop out
    3 Reach the age limit
    4 Get suspended or expelled

30. What grade was the youth in when he/she left school?

    _____ Grade

31. What is the full name of the junior or senior high school that the youth last went to?

    School name: _____

    Street: _____

    City: _____ State: _____

32. Which of the following types of schools or programs has the youth gone to since leaving high school?
    (Please circle all that apply)
    1 Classes to earn a high school diploma, such as a GED course
    2 Vocational or trade school
    3 2-year college
    4 4-year college
    5 None of these ***(IF NONE, PLEASE GO TO QUESTION 38 ON THE NEXT PAGE.)*** →

33. Which of the following types of schools has he/she gone to in the past 12 months?
    (Please circle all that apply)
    1 Classes to earn a high school diploma, such as a GED course
    2 Vocational or trade school
    3 2-year college
    4 4-year college
    5 None of these ***(IF NONE, PLEASE GO TO QUESTION 37 ON THE NEXT PAGE.)*** →

34. What kind of grades has he/she gotten in his/her classes in the past 12 months?
    (Please circle one number)
    1 Mostly A's
    2 Mostly B's
    3 Mostly C's
    4 Mostly D's or below
    5 Other (*Please describe*) _____

35. Which of the following types of school is the youth going to now?
(Please circle all that apply)

1 Classes to earn a high school diploma, such as a GED course
2 Vocational or trade school
3 2-year college
4 4-year college
5 None of these ***(IF NONE, PLEASE GO TO QUESTION 37.)***

36. Is he/she going to school part time or full time?

1 Part time
2 Full time

37. From which of the following types of schools has he/she received a degree, certificate, or license since leaving high school?
(Please circle all that apply)

1 A program to earn a high school diploma, such as a GED course
2 Vocational or trade school
3 2-year college
4 4-year college
5 None of the above

38. Is there anything else about the youth's experiences during or since high school you would like to tell us about?

_____

_____

To thank you for your help with this very important study, we would like to send you a summary of what we've learned so far. Also, we may need to contact you again in the future. Please fill in your address and telephone number below, and return the questionnaire to us in the enclosed envelope.

Name: _____

Street Address: _____

City: _____ State: _____ ZIP Code: _____

Home Phone: (____) ____-_____

Alternative Phone: (____) ____-_____

Please return this questionnaire to:

National Longitudinal Transition Study
B-S136
SRI International
333 Ravenswood Avenue
Menlo Park, CA 94025

If you have any questions, please call 1-800-255-7726
(In California, call SRI collect at 1-415-859-5278)

THANK YOU

This survey is estimated to average 5 minutes to complete. OMB Number 1820-0581. You may send comments regarding this to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C., 20202, or to the Office of Management and Budget, Washington, D.C., 20503.

NATIONAL TRANSITION STUDY

National Longitudinal Transition Study

1990 YOUTH SURVEY

Please answer the following questions as well as you can. Please circle <u>one</u> number for <u>each</u> question unless the question says otherwise.

DAILY ACTIVITIES

1. Where do you live now?
   (PLEASE CIRCLE <u>ONE</u> NUMBER)

   1 Alone
   2 With a roommate or husband/wife
   3 With a parent, legal guardian, or foster parent
   4 With another adult family member (not a husband/wife or parent)
   5 In a college dormitory
   6 In a supervised group home
   7 Other *(PLEASE DESCRIBE)* _____

2. Do you want to be living there, or would you rather live somewhere else?

   1 I want to live there.
   2 I would rather live somewhere else.

3. About how many days a week do you get together socially with friends or family members, other than those you live with?
   (PLEASE CIRCLE <u>ONE</u> NUMBER)

   1 Less than once a week
   2 Once a week
   3 Two or three days a week
   4 Four or five days a week
   5 Six or more days a week

4. In the past year, have you belonged to any social or community groups, like a church group or sports team?

   1 Yes →
   2 No

   Thinking of all the groups you belonged to in the past year, about how many times a month did you get together with them?

   _____ Number of times per month

5. How do you usually get around?
   (PLEASE CIRCLE <u>ONE</u> NUMBER)

   1 Walk or ride a bike
   2 Drive myself
   3 Get a ride from a family member
   4 Get a ride from a friend or coworker
   5 Take public transportation, like a bus or taxi
   6 Someone from an agency drives me
   7 Other *(PLEASE DESCRIBE)* _____

6. In the past few weeks, how have you spent most of your time?
(YOU MAY CIRCLE MORE THAN ONE NUMBER)

1 Working
2 Going to school or a training program
3 Raising children or keeping house
4 Looking for work
5 Doing volunteer work
6 Taking part in an organized program other than a school or training program
7 I was in a hospital (not a jail or prison)
8 I was in a jail or another correctional facility
9 Doing something else *(PLEASE DESCRIBE)* _____

7. In the past few weeks, how have you spent most of your leisure time, that is, time not working or going to school?
(YOU MAY CIRCLE MORE THAN ONE NUMBER)

1 Visiting with family members
2 Visiting with friends
3 Going out on dates
4 Reading for pleasure
5 Playing sports
6 Watching television
7 Not doing much, just hanging out, thinking, daydreaming
8 Other *(PLEASE DESCRIBE)* _____

EMPLOYMENT

8. Do you have a paid job now?

1 Yes → *PLEASE GO TO QUESTION 11* →
2 No

PLEASE ANSWER THESE QUESTIONS IF YOU DON'T HAVE A JOB NOW.

9. Are you looking for a job?

1 Yes
2 No →

Why have you decided not to look for work now?
(YOU MAY CIRCLE MORE THAN ONE NUMBER)

1 I am going to school or a training program.
2 I am a homemaker or raising a family.
3 The jobs I could get don't interest me.
4 I tried to find a job but couldn't.
5 I don't want to work.
6 My parents don't want me to work.
7 I'm waiting to learn whether I got a job I applied for.
8 Another reason *(PLEASE DESCRIBE)*

_____

10. Do you think you will have a paid job a year from now?

1 Yes
2 No
3 Don't know

PLEASE GO TO QUESTION 18 ON THE BACK.

PLEASE ANSWER THESE QUESTIONS IF YOU <u>HAVE</u> A JOB NOW.

11. About how much do you earn per hour at your job?

    $ ____ . ____ per hour

12. Do you usually work part time or full time at your job?

    1 I usually work part time. →
    2 I usually work full time.

    Do you work part time because you want to, or would you rather work full time?

    1 I want to work part-time.
    2 I would rather work full time.

13. Do you think you are pretty well paid for your work?

    1 Yes
    2 No

14. Do you think you are treated pretty well by others at your job?

    1 Yes
    2 No

15. Do you think you have lots of chances to work your way up?

    1 Yes
    2 No

16. Do you usually like this job very much, like it fairly well, not like it much, or not like it at all?
    (PLEASE CIRCLE <u>ONE</u> NUMBER)

    1 I like my job very much.
    2 I like my job fairly well.
    3 I do not like my job much.
    4 I do not like my job at all.

17. Did you find your job yourself, or did you have help?
    (PLEASE CIRCLE <u>ONE</u> NUMBER)

    1 I found the job myself.
    2 Someone in an employment agency or other program helped me.
    3 A teacher or someone at a school helped me.
    4 A family member helped me.
    5 A friend or someone else helped me.

EDUCATION

18. When you left high school did you graduate, did you leave because you reached the school age limit, or did you drop out?
(PLEASE CIRCLE ONE NUMBER)

1 I graduated.
2 I reached the school age limit.
3 I dropped out →

Why did you decide to drop out?

1 I didn't like school.
2 I wasn't doing well in school.
3 I didn't get along with the teachers or students.
4 I wanted to get a job.
5 My friends were leaving school.
6 Another reason *(PLEASE DESCRIBE)*

_____

19. Which of the following kinds of schools or programs have you gone to in the past 12 months?
(YOU MAY CIRCLE MORE THAN ONE NUMBER)

1 GED program or classes to earn a high school diploma.
2 Vocational or trade school
3 Junior or community college
4 4-year college or university
5 None of these → *PLEASE GO TO QUESTION 21.*

20. What kind of grades have you gotten in your classes in the past 12 months?
(PLEASE CIRCLE ONE NUMBER)

1 Mostly A's
2 Mostly B's
3 Mostly C's
4 Mostly D's or below
5 Other *(PLEASE DESCRIBE)* _____

21. Do you plan to go to school in the next 12 months?

1 Yes
2 No → **STOP.** *THANK YOU FOR YOUR HELP. PLEASE RETURN QUESTIONNAIRE IN THE ENVELOPE PROVIDED.*
3 Don't know → **STOP.** *THANK YOU FOR YOUR HELP. PLEASE RETURN QUESTIONNAIRE IN THE ENVELOPE PROVIDED.*

22. What kind of school do you plan to go to?
(YOU MAY CIRCLE MORE THAN ONE NUMBER)

1 GED program or classes to earn a high school diploma.
2 Vocational or trade school
3 Junior or community college
4 4-year college or university
5 Other (PLEASE DESCRIBE) _____

Thank you for your help in answering these questions. Please return the questionnaire in the enclosed postage-paid envelope to:

The National Transition Study
SRI International, Room B-S136
333 Ravenswood Avenue
Menlo Park, CA 94025

NATIONAL TRANSITION STUDY

National Longitudinal Transition Study

1990 STUDENT SURVEY

Please answer the following questions as well as you can. Please circle one number for each question unless the question says otherwise.

DAILY ACTIVITIES

1. Where do you live now?
   (PLEASE CIRCLE ONE NUMBER)

   1 Alone
   2 With a roommate or husband/wife
   3 With a parent, legal guardian, or foster parent
   4 With another adult family member (not a husband/wife or parent)
   5 In a supervised group home
   6 In a residential school
   7 Other *(PLEASE DESCRIBE)* _____

2. Do you want to be living there, or would you rather live somewhere else?

   1 I want to live there.
   2 I would rather live somewhere else.

3. About how many days a week do you get together socially with friends outside of school?
   (PLEASE CIRCLE ONE NUMBER)

   1 Less than once a week
   2 Once a week
   3 Two or three days a week
   4 Four or five days a week
   5 Six or more days a week

4. In the past year, have you belonged to any school clubs or groups, such as a sports team, booster club, or the yearbook staff?

   1 Yes
   2 No

5. In the past year, have you belonged to any other social or community groups, such as a church group?

   1 Yes
   2 No

IF QUESTIONS 4 AND 5 WERE BOTH "NO," PLEASE GO TO QUESTION 7. →

6. Thinking of all the groups you belonged to in the past year, about how many times a month did you get together with them?

   _____ Number of times per month

7. How do you usually get around?
(PLEASE CIRCLE ONE NUMBER)

1 Walk or ride a bike
2 Drive myself
3 Get a ride from a family member
4 Get a ride from a friend or coworker
5 Take public transportation, like a bus or taxi
6 Someone from an agency drives me
7 Other *(PLEASE DESCRIBE)* _____

8. In the past few weeks, how have you spent most of your leisure time, that is, time not working or going to school?
(YOU MAY CIRCLE MORE THAN ONE NUMBER)

1 Visiting with family members
2 Visiting with friends
3 Going out on dates
4 Reading for pleasure
5 Playing sports
6 Watching television
7 Not doing much, just hanging out, thinking, daydreaming
8 Other *(PLEASE DESCRIBE)* _____

9. Do you have a work-study job, that is a job you do as part of your school program or that you do for school credit?

1 Yes
2 No

10. Do you have a paid job, other than a work-study job?

1 Yes → *PLEASE GO TO QUESTION 13 ON THE NEXT PAGE* →
2 No

PLEASE ANSWER THESE QUESTIONS IF YOU DON'T HAVE A JOB OUTSIDE OF SCHOOL.

11. Are you looking for a job?

1 Yes
2 No

12. Do you think you will have a paid job a year from now?

1 Yes
2 No
3 Don't know

STOP. Thank you for your help in answering these questions. Please return the questionnaire in the enclosed postage-paid envelope to:

The National Transition Study
SRI International, Room B-S136
333 Ravenswood Avenue
Menlo Park, CA 94025

PLEASE ANSWER THESE QUESTIONS IF YOU HAVE A JOB NOW OUTSIDE OF SCHOOL.

13. About how much do you earn per hour at your job?

    $ ____ . ____ per hour

14. How many hours per week do you work at your job?

    _____ Number of hours per week

15. Do you think you are pretty well paid for your work?

    1 Yes
    2 No

16. Do you think you are treated pretty well by others at your job?

    1 Yes
    2 No

17. Do you think you have lots of chances to work your way up?

    1 Yes
    2 No

18. Do you usually like this job very much, like it fairly well, not like it much, or not like it at all?
    (PLEASE CIRCLE ONE NUMBER)

    1 I like my job very much.
    2 I like my job fairly well.
    3 I do not like my job much.
    4 I do not like my job at all.

19. Did you find your job yourself, or did you have help?
    (PLEASE CIRCLE ONE NUMBER)

    1 I found the job myself.
    2 Someone in an employment agency or other program helped me.
    3 A teacher or someone at a school helped me.
    4 A family member helped me.
    5 A friend or someone else helped me.

Thank you for your help in answering these questions. Please return the questionnaire in the enclosed postage-paid envelope to:

The National Transition Study
SRI International, Room B-S136
333 Ravenswood Avenue
Menlo Park, CA 94025

Appendix D

SCHOOL-BASED DATA COLLECTION INSTRUMENTS

Enrollment Status Report, Wave 2
Transcript Cover Sheet, In-school Youth
School Background Survey
School Program Content Form
Transcript Code Sheet
Student School Program Survey

U.S. Department of Education Study
ENROLLMENT STATUS REPORT
WAVE 2

→ PLEASE COMPLETE THIS SIDE FIRST ←

A. **Has the youth listed on the label above ever been enrolled in your school?**
(PLEASE CIRCLE ONE NUMBER)

1 No ... We have no record of this youth ever attending this school.
→ *Thank you. Please return this form in the envelope provided.*

2 Yes ... This youth is *currently* enrolled at this school.
→ *Please go to question B*

3 Yes ... This youth was *previously* enrolled here, but no longer attends this school.
→ *Please go to question C*

Youth *currently* enrolled in this school

B. Please identify the person (e.g., teacher or counselor) who could best provide information about this student's current school program and in-class performance.

_____ _____
name of school staff member title/position

→ *Thank you. Please return this form in the envelope provided.*

Youth *previously* enrolled in this school

C. When did this youth leave your school? ____/____/____

D. Why did this youth leave your school? Did he/she: *(PLEASE CIRCLE ONE NUMBER)*

1 Graduate?
2 Drop out ?
3 Get suspended or expelled?
4 Exceed the legal school age limit?

Please complete the request for transcript on the other side of this form. →

5 Transfer to another secondary school?

→ *Where did he/she transfer?: Please provide whatever information you can that will help us identify the secondary school that this youth most recently attended (e.g., name and address of school or district to which records were sent).*

_____ (____)
New school name Phone

_____
Address City and state ZIP code

_____ (____)
District name City and state Phone

→ *Thank you. Please return this form in the envelope provided*

National Longitudinal Transition Study

Transcript Cover Sheet
Out-of-school Youth
Wave 2

Please enclose a copy of a complete transcript for grades 9 - 12 (or last four years of secondary school).

To better understand the school program and achievements of the youth listed on the label above, we need a copy of his/her transcript. Transcript information will be completely confidential; none of it will be released in a manner that would enable any school, teacher, or student to be identified. The National Longitudinal Transition Study is authorized under law 20 U.S.C. 1418, Sec. 618e.

NOTE: If the youth was a special education student and DID NOT HAVE A TRANSCRIPT but instead had a school program listed in an IEP (Individual Education Program), please give us the name of the best person to contact about this former student's school program (e.g., teacher or counselor):
Please stop here and return this form to us as soon as possible. _____
name

Please use the checklist below to help us better understand this youth's transcript. Please circle one number in each row (items A through E). If course content is not clear from the transcript (e.g., because of abbreviations or unusual course names), **PLEASE WRITE THE COURSE SUBJECT MATTER, OR ANY NECESSARY EXPLANATIONS, NEXT TO THAT COURSE ON THE TRANSCRIPT.**

Done	Not Applicable	Don't Know	
1	2	3	A. If this youth had *vocational courses*, please indicate the type of vocational course (e.g., prevocational, career planning, or type of skills training in work areas, such as agriculture, auto mechanics, or carpentry) next to the course listing.
1	2	3	B. If this youth had school-sponsored *work experience/work study*, please identify the classes which included work experience/work study (e.g., by marking "W.E." or "W.S.").
1	2	3	C. Please identify *special education courses* or tell us how are they are identified on the transcript (e.g., "S", "•", underlined, highlighted): _____
1	2	3	D. Please write in the youth's *grade level* (e.g., ninth grade) for each school year if it does not already appear on the transcript.
1	2	3	E. Please enter available *absentee information* below for this youth's last four years of attendance if this information is not already included on the transcript:

SCHOOL YEAR ENDING 19__	DAYS *OR* CLASSES ABSENT		
	Number		Number
	days	*OR*	classes
	days	*OR*	classes
	days	*OR*	classes
	days	*OR*	classes

Please include any additional information needed to understand the youth's transcript.

_____

_____

THANK YOU VERY MUCH FOR YOUR HELP. Please return to:
THE NATIONAL LONGITUDINAL TRANSITION STUDY
SRI International, Room BS136, 333 Ravenswood Avenue, Menlo Park, CA 94025

_____
COMPLETED BY

National Longitudinal Transition Study

Transcript Cover Sheet
In-school Youth
Wave 2

Please enclose a copy of a complete transcript for grades 9 - 12 (or equivalent), up to but not including the current term.

To better understand the school program and achievements of the youth listed on the label above, we need a copy of his/her transcript. Transcript information will be completely confidential; none of it will be released in a manner that would enable any school, teacher, or student to be identified. The National Longitudinal Transition Study is authorized under law 20 U.S.C. 1418, Sec. 618e.

NOTE: If the youth is a special education student and DOES NOT HAVE A TRANSCRIPT but instead has a school program listed in an IEP (Individual Education Program), please call Katy Habina toll free 1-800-255-7726 (in California coll collect 1-415-5278). We will send you a one-page school program content questionnaire immediately to replace this transcript request.

Please use the checklist below to help us better understand this youth's transcript. Please circle one number in each row (items A through E).

Done	Not Applicable	Don't Know	
1	2	3	A. It is very important that we know which of this student's classes are special education classes. Please identify *special education courses* or tell us how are they are identified on the transcript (e.g., "S", "*", underlined, highlighted): ____ _____
1	2	3	B. If *course content* is not clear from the transcript because of abbreviations or unusual course names, **PLEASE WRITE THE COURSE SUBJECT MATTER, OR ANY NECESSARY EXPLANATIONS, NEXT TO THAT COURSE ON THE TRANSCRIPT** (e.g. *AS* = Agricultural Science, *VOCW* = Woods, *VEP* = Vocational Exploration, *SKILLS* = ? Does this mean *Study Skills*, *Living Skills*, or *Vocational Skills?*)
1	2	3	C. If this youth had/has school-sponsored *work experience/work study*, please identify the classes which include(d) work experience/work study (e.g., by marking "W.E." or "W.S.").
1	2	3	D. Please write in the youth's *grade level* (e.g., ninth grade) for each school year if it does not already appear on the transcript.
1	2	3	E. Please enter available *absentee information* below for this youth's last four years of attendance if this information is not already included on the transcript:

SCHOOL YEAR ENDING 19__	DAYS *OR* CLASSES ABSENT		
	Number		Number
	days	*OR*	classes
	days	*OR*	classes
	days	*OR*	classes
	days	*OR*	classes

National Longitudinal Transition Study

TRANSCRIPT COVER SHEET
IN-SCHOOL YOUTH
(continued)

CURRENT CLASS LIST

Please include a list of courses in which this student is currently enrolled.

NOTE: If student is not currently enrolled at your school, please check here:_____.

COURSE TITLE	Special Ed ?	UNITS	COMMENTS
1.	Y or N		
2.	Y or N		
3.	Y or N		
4.	Y or N		
5.	Y or N		
6.	Y or N		
7.	Y or N		
8.	Y or N		

Please include any additional information needed to understand the youth's transcript.

_____

_____

_____

COMPLETED BY

THANK YOU VERY MUCH FOR ANSWERING THESE QUESTIONS.

Please return to: THE NATIONAL LONGITUDINAL TRANSITION STUDY
SRI International, Room BS136
333 Ravenswood Avenue
Menlo Park, CA 94025

National Longitudinal Transition Study

U.S. Department of Education
School Background Survey
Wave 2

This questionnaire will provide information about your school's students and staffing and is best completed by someone with a schoolwide perspective.

None of the information collected will be released in a manner that would enable any school, teacher, or student to be identified. The National Longitudinal Transition Study is authorized under law 20 U.S.C. 1418, Sec. 618e. Although your participation is voluntary, your responses to these questions are needed to make the survey findings comprehensive.

If you have any questions regarding this questionnaire, please call Katy Habina, toll-free, 1-800-255-7726. (In California, call collect 415-859-5278.) Thank you very much for your help.

INSTRUCTIONS: Please complete this survey as soon as possible. Please circle <u>one</u> response for each question unless otherwise indicated.

1. Which of the following best describes your school? (PLEASE CIRCLE <u>ONE</u> NUMBER)

   1 School that only serves students with handicaps or disabilities
   2 School primarily for students with a particular interest or talent (e.g., the arts, science, technology)
   3 Vocational technical school
   4 Continuation or alternative school
   5 General or comprehensive school that serves a wide variety of students with a variety of educational programs
   6 Another type of school (PLEASE DESCRIBE)_____

   _____

[1/8]

2. What grade levels are taught at your school? (PLEASE CIRCLE <u>ALL</u> THAT APPLY)

   0 Primary grades (K to 5)
   1 Sixth grade
   2 Seventh grade
   3 Eighth grade
   4 Ninth grade
   5 Tenth grade
   6 Eleventh grade
   7 Twelfth grade
   8 Ungraded special education classes
   9 None of these (*STOP. IF THIS IS NOT A SCHOOL, OR IF THIS IS A <u>POSTSECONDARY</u> SCHOOL, PLEASE RETURN QUESTIONNAIRE IN ENVELOPE PROVIDED*)

[1/9-17]

PLEASE CONTINUE TO THE SECOND SIDE ⟶

Public reporting burden for this collection of information is estimated to average 7 minutes per response including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden to Office of Information and Regulatory Affairs, Office of Management and Budget, Washington, D.C. 20503

3. About what percentage of all students in your school belong to each of the following ethnic groups?
(PLEASE GIVE US YOUR BEST ESTIMATE AND USE WHOLE NUMBERS ONLY)

_____% White (non-Hispanic)

_____% Black (non-Hispanic)

_____% Hispanic (Spanish speaking or Spanish surnamed)

_____% Asian or Pacific Islander

_____% American Indian/Alaskan Native

100%

[1/18-29]

4. About what percentage of your school's students are from low income families (e.g., receiving AFDC or having a child in the school lunch program)?
(PLEASE CIRLE ONE NUMBER)

1 Less than 10%

2 10% to 25%

3 26% to 50%

4 Over 50%

[1/30]

5. Please estimate the percentage of seniors from your school who will accomplish each of the following upon leaving school:
(PLEASE GIVE US YOUR BEST ESTIMATE AND USE WHOLE NUMBERS ONLY)

997 Does not apply, school doesn't serve 12th grade or equivalent

_____% Attend a postsecondary trade or technical school

_____% Attend a college (2- or 4-year)

[1/31-39]

6. How many students are enrolled at your school? (PLEASE USE WHOLE NUMBERS ONLY)

Number of students

_____

[1/40-43]

7. About how many students usually attend your school on a given day?
(PLEASE USE WHOLE NUMBERS ONLY)

_____ Number of students

[1/44-47]

8. Have staff from your school received in-service training on issues related to the transition of special education students from secondary school to the community?

1 Yes

2 No

[1/48]

9. Does your school or district contact special education students after they have left school to follow up on employment, postsecondary education and/or training status?

1 Yes

2 No

[1/49]

THANK YOU VERY MUCH FOR YOUR HELP

Please return this completed questionnaire in the enclosed postage-paid envelope to:

SRI INTERNATIONAL
THE NATIONAL LONGITUDINAL TRANSITION STUDY
Room B-S136
333 Ravenswood Avenue
Menlo Park, CA 94025

National Longitudinal Transition Study

SCHOOL PROGRAM CONTENT FORM

(To be completed only if there is no transcript available for this student.)

Please complete this form for the most recent year this student attended your school.

A. What was the most recent year this student attended your school?

School Year: *(circle one number)*
1 1987-88
2 1988-89
3 1989-90
4 1990-91

Grade: *(circle one number)*
1 Ninth
2 Tenth
3 Eleventh
4 Twelfth
5 Ungraded

B. Please estimate the percentage of time during the school year the student spent in each of the study areas listed below.

	Percent of Time
1. Academics (e.g. language arts, math, social studies, study skills)	
2. Life skills (e.g. hygiene, money management, homemaking skills, community access, occupational therapy)	
3. General vocational skills, occupational exploration	
4. Specific vocational skills (e.g. office skills, woodworking, food services, janitorial work)	
5. Physical education, the arts (e.g. music, art, theatre)	
6. Handicap support services	
a. Physical therapy or mobility training	
b. Mental health or social work services (e.g. personal/group counseling or therapy)	
c. Speech therapy	
d. Communication services for hearing or visual impairments (e.g. sign language, braille, lip reading)	
e. Tutoring	
7. Other *(please specify)*	
	100%

Please list skill areas in which student was trained, and circle appropriate number as to whether each type of training included a work experience or work study component.

	work experience			for office use only
	yes	no	don't know	
a.	1	2	3	
b.	1	2	3	
c.	1	2	3	
d.	1	2	3	
e.	1	2	3	
f.	1	2	3	

C. Did your school provide this student with the services of a reader or interpreter during this school year? *(circle one number)*
1 YES
2 NO

D. How many days was he or she absent during this most recent school year? _____ *(number of days)*

_____
completed by

THANK YOU FOR YOUR HELP WITH THIS IMPORTANT NATIONAL STUDY

Please return to: THE NATIONAL LONGITUDINAL TRANSITION STUDY
SRI International, Room BS136
333 Ravenswood Avenue
Menlo Park, CA 94025

TRANS

Student ID

Name

YEAR

1	1983-84
2	1984-85
3	1985-86
4	1986-87
5	1987-88
6	1988-89
7	1989-90
8	1990-91
9	Other

GRADE

1	Ninth
2	Tenth
3	Eleventh
4	Twelfth
5	Ungraded
9	Not Known

DAYS ABSENT

Course	Class Code	Place-ment	Work Exp	*Grade				Earned Credits	Hours Taken
				Semester					
				1	2	Final	Sum		
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									

PLACEMENT CODES

1 Regular Ed
2 Special Ed

SPECIAL GRADE CODES

N Not Graded
I Incomplete
P Pass/Satisfactory/Good
F Fail/Unsatisfactory
E Excellent
W Withdrew
Z Not Known

WORK EXPERIENCE

1 Yes
2 No
3 Not Known

*Fill in EITHER Sem 1 and 2 OR Final (grade). Sum = summer

National Longitudinal Transition Study

STUDENT SCHOOL PROGRAM SURVEY

U.S. DEPARTMENT OF EDUCATION

NATIONAL LONGITUDINAL TRANSITION STUDY

Wave 2

PLEASE COMPLETE AS SOON AS POSSIBLE

SRI International
333 Ravenswood Ave. • Menlo Park, CA 94025 • (415) 326-6200 • TWX 910-373-2046 • Telex 334486 • Facsimile (415) 326-5512

The following questions refer to the youth listed on the label attached to the front cover

INSTRUCTIONS: This questionnaire is divided into six sections. Sections A, B, and F should be answered by everyone. Sections C through E focus on different educational settings; you will need to complete only some of these sections for this student. Please circle one response for each question unless otherwise indicated.

You may want to assemble the student's IEP folder and transcript before starting the questionnaire. Speaking to other school staff, such as vocational or regular education teachers, may help you to answer some of the questions.

Because each student's school and class schedule is unique, some of the questions may not seem appropriate for your situation, especially for those students who do not receive any special education services. We would appreciate your tolerance of these difficulties. (If the student is not receiving special education services you will not need to answer several sections of this questionnaire.)

None of the information collected will be released in a manner that would enable any school, teacher, or student to be identified. The National Longitudinal Transition Study is authorized under law 20 U.S.C. 1418, Sec. 618e. Although your participation is voluntary, your responses to these questions are needed to make the survey findings comprehensive.

IF YOU HAVE QUESTIONS REGARDING THE QUESTIONNAIRE, PLEASE CALL KATY HABINA TOLL FREE:
1-800-255-7726
(In California, call 415-859-5278 collect)

Thank you very much for your help

Public reporting burden for this collection of information is estimated to average 35 minutes per response including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden to Office of Special Education Programs, Switzer Building, Washington, D.C. 20202; and to the Office of Information and Regulatory Affairs, Office of Management and Budget, Washington, D.C. 20503.

A. BACKGROUND INFORMATION ON STUDENT'S SCHOOL PROGRAM

A1. When did this student first enroll in this school?

1 1985-86 school year or earlier
2 1986-87
3 1987-88
4 1988-89
5 1989-90
6 1990-91
8 Don't know

A2. What is this student's current grade level?

1 Ninth grade
2 Tenth grade
3 Eleventh grade
4 Twelfth grade
5 Not assigned to a grade level

A3. Has anyone at the school done transition planning for this student? By transition planning, we mean specifying goals (not necessarily in writing) for the student after he/she leaves secondary school and the services needed to reach them.

1 Yes *(PLEASE CONTINUE WITH THIS SECTION)*
2 No *(PLEASE SKIP TO QUESTION A7)* →
8 Don't know *(PLEASE SKIP TO QUESTION A7)* →

A4. When did the school's transition planning begin for this student?

1 1985-86 or earlier
2 1986-87
3 1987-88
4 1988-89
5 1989-90
6 1990-91
8 Don't know

A5. Who actively participated in transition planning for this student (for example, by being involved in discussions of choosing services or goals)?
(PLEASE CIRCLE ALL NUMBERS THAT APPLY)

01 Regular education academic subject teacher(s)

02 Regular education vocational teacher(s)

03 Special education teacher(s)

04 School administrator (e.g., principal, special education director)

05 School counselor or psychologist

06 Parent/guardian(s)

07 Student

08 Vocational rehabilitation counselor

09 Staff of other community agencies
*(PLEASE DESCRIBE)*_____

10 Other
*(PLEASE DESCRIBE)*_____

98 Don't know

A6. Is the student's transition plan written?

1 Yes

2 No

→ A7. For the period immediately after high school, the primary goal of this student's educational program is to prepare him/her to...
(PLEASE CIRCLE ALL NUMBERS THAT APPLY)

01 Attend a 2- or 4-year college

02 Attend a postsecondary vocational training program

03 Get competitive employment (includes the military)

04 Get into sheltered employment (where most other workers are also disabled)

05 Get supported employment (similar to competitive employment, but where supervision/training is provided by an agency/individual other than the employer)

06 Become as self-sufficient as possible

07 Other
*(PLEASE DESCRIBE)*_____

00 School does not set goals for students beyond their graduation from high school

A8. Has your school contacted any of the following regarding programs or employment for this student when he/she graduates or leaves school?
(PLEASE CIRCLE ONE NUMBER IN EACH ROW)

	Not Appropriate for This Student	Yes	No	Don't Know	
Colleges (2- or 4-year)	0	1	2	8	(a)
Postsecondary vocational schools	0	1	2	8	(b)
The State Vocational Rehabilitation Agency	0	1	2	8	(c)
Other vocational training programs	0	1	2	8	(d)
U.S. military	0	1	2	8	(e)
Potential employers	0	1	2	8	(f)
Job placement programs or agencies	0	1	2	8	(g)
Supported employment programs	0	1	2	8	(h)
Sheltered workshops	0	1	2	8	(i)
Mental health agencies	0	1	2	8	(j)
Social service agencies	0	1	2	8	(k)
Supervised group homes	0	1	2	8	(l)
Other agencies (*PLEASE DESCRIBE*) _____	0	1	2	8	(m)

A9. Do this student's parents/guardians usually attend parent/teacher conferences and/or IEP meetings?

1 Yes
2 No
8 Don't know

A10. How involved have this student's parents been in his/her secondary school experiences (e.g., helping with homework, monitoring student's progress in school)?

1 Not at all involved
2 Not very involved
3 Fairly involved
4 Very involved
8 Don't know

A11. What instructional grade level in reading and mathematics has this student achieved as of the most recent assessment?
(CIRCLE ONE NUMBER OR LETTER FOR READING AND ONE NUMBER OR LETTER FOR MATH)

	READING	MATH
No grade level determined	N	N
Lower than kindergarten	P	P
Kindergarten	K	K
Grade 1	1	1
Grade 2	2	2
Grade 3	3	3
Grade 4	4	4
Grade 5	5	5
Grade 6	6	6
Grade 7	7	7
Grade 8	8	8
Grade 9	9	9
Grade 10	10	10
Grade 11	11	11
Grade 12	12	12
Don't know	98	98

A12. Most recent year of reading assessment: 19____

A13. Most recent year of math assessment: 19____

A14. Does this student receive special education services? (In other words, does this student have a current IEP and/or receive special education or related services, including monitoring by special education staff?)
(PLEASE CIRCLE ONE NUMBER)

1 Yes *(PLEASE CONTINUE WITH THIS SECTION)*
2 No *(PLEASE GO TO QUESTION A18, PAGE 7)* →

A15 a. What are this student's disabilities?
(IN COLUMN a, PLEASE CIRCLE ALL THAT APPLY)

b. What is his/her primary disability (for purposes of classifying special education students)?
(IN COLUMN b, PLEASE CIRCLE ONE NUMBER)

a All Disabilities	b Primary Disability	
01	01	Learning disabled, aphasic, dyslexic
02	02	Emotionally disturbed/behaviorally disordered (SEC, BD, ED)
03	03	Mildly mentally retarded (EMR)
04	04	Moderately mentally retarded (TMR)
05	05	Severely mentally retarded (SMR)
06	06	Orthopedically impaired, physically handicapped
07	07	Speech or language impaired
08	08	Deaf
09	09	Hard of hearing, hearing impaired
10	10	Partially sighted
11	11	Completely blind
12	12	Developmentally disabled
13	13	Autistic
14	14	Other health impaired
15	15	Multiply handicapped
16	16	Other *(SPECIFY)*_____
17	17	Declassified -- was determined to be no longer eligible for special education

A16. Which of the following services has this student received from or through the school system during the current school year, including services contracted from other agencies?
(PLEASE CIRCLE ALL THAT APPLY)

01 Physical therapy or mobility training

02 Occupational therapy

03 Assistive devices or physical adaptions (e.g., hearing aid, optical scanner, special desk, wheelchair, special glasses)

04 Special transportation because of disability (e.g., help in travel or special equipment such as lifts, ramps)

05 Mental health services, personal/group counseling, therapy, or psychiatric care

06 Social work services

07 Speech or language therapy

08 Communication services (e.g., instruction in sign language, braille, or lip reading)

09 Tutoring

10 Reader or interpreter

11 Adaptive physical education

12 Health services (e.g., catheterization)

13 Diagnostic testing (e.g., psychological assessment, classroom observation)

00 *None of the above*

A17. Did your school provide information to this student's parents/guardians on the kinds of services available after high school for students with his/her type of disability?

0 Student does not need services after high school

1 Yes

2 Not yet, but student's parents will be provided with this type of information before student graduates

3 No

8 Don't know

→ A18. Please indicate how much you agree or disagree with each of the following statements by circling the numbers that come closest to how you feel.
(PLEASE CIRCLE ONE NUMBER IN EACH ROW)

	Strongly Disagree	Disagree	Agree	Strongly Agree	
Student academic achievement is the primary thrust of the school mission.	1	2	3	4	(a)
The school leadership has high expectations and standards for students and teachers.	1	2	3	4	(b)
There is continuity in instructional objectives and curricula across grades and classrooms.	1	2	3	4	(c)
The principal and teachers work as a team to establish the school's goals and procedures.	1	2	3	4	(d)
Classroom instruction is regularly supervised.	1	2	3	4	(e)
The principal promotes instructional improvement among school staff.	1	2	3	4	(f)
Standards for classroom behavior are systematically enforced.	1	2	3	4	(g)
The school climate is conducive to learning.	1	2	3	4	(h)
Parent advisors are involved in development of curriculum, instruction, or student discipline code.	1	2	3	4	(i)

B. CAREER/VOCATIONAL EDUCATION AND SERVICES

This section refers to all the career/vocational instruction and services this student has received. The questions apply even if there is no vocational class on the student's transcript. Vocational instruction may be part of another class or program, such as a special education class.

In answering this section, you may need to refer to the student's transcript or speak with the student's vocational instructor(s).

B1. For each of the following, please indicate whether this student received the vocational instruction/services from or through the school system during his/her secondary school years (usually grades 9 to 12). This can include contracted services.
(PLEASE CIRCLE ALL THAT APPLY)

1 A formal assessment of career skills or interests

2 Career counseling (e.g., career information, college or training program information)

3 Job readiness or prevocational training (e.g., instruction in work place, endurance, conduct on the job)

4 Work exploration/experience (e.g., short-term, on-the-job work experience)

5 Specific job skills training (e.g., training in a specific trade such as car repair or clerical work)

6 Referrals to potential employers

7 Instruction in looking for jobs (e.g., interviewing skills, resume preparation)

8 School staff worked with employer to modify jobs for this student

9 School staff contacted student or employer to find out how student is doing on the job

0 None of the above

B2. In answering item B1 above, for which school years was career/vocational information about this student available?
(PLEASE CIRCLE ALL THAT APPLY)

1 1986-87 or earlier

2 1987-88

3 1988-89

4 1989-90

5 1990-91

B3. Has this student taken any vocational classes during his/her last three years of secondary school?

1 Yes *(PLEASE GO TO QUESTION B5)*

2 No *(PLEASE CONTINUE WITH THIS SECTION)*

B4. What do you think is the primary reason this student has not taken any vocational education? *(PLEASE CIRCLE ONE NUMBER)*

01 Student was not aware of vocational options available.

02 This student doesn't have the necessary skills to succeed in a vocational education course.

03 Special education students with disabilities similar to this student's do not usually take vocational education courses.

04 Appropriate vocational courses are not offered at this school.

05 Student did not want to take vocational education.

06 Parents did not want student to take vocational education.

07 Student is college bound.

08 Student must take only academic classes to get enough credits to graduate.

09 Other *(PLEASE SPECIFY)*_____

98 Don't know

B5. What percentage of this student's school day is currently being spent in the two activities below? (DO NOT INCLUDE AFTER SCHOOL EMPLOYMENT) *(PLEASE CIRCLE ONE NUMBER IN EACH ROW)*

	Percentage of School Day						
	None	1-24%	25-49%	50-74%	75-99%	100%	Don't Know
School-based work experience	0	1	2	3	4	5	8
Community-based work experience	0	1	2	3	4	5	8

NOTE: IF STUDENT DOES NOT HAVE SCHOOL- OR COMMUNITY-BASED WORK EXPERIENCE, PLEASE GO TO SECTION C, PAGE 11

B6. How well does this student do each of the following in his/her school- or community-based work experience?
(PLEASE CIRCLE ONE NUMBER IN EACH ROW)

	Not at All Well	Not Very Well	Fairly Well	Very Well
Get along with coworkers or supervisor	1	2	3	4
Follow directions	1	2	3	4
Control his/her behavior to act appropriately on the job	1	2	3	4

B7. About how often is this student supervised by the school in his/her community-based work experience (e.g., school staff talk to work supervisor, get written evaluations from work supervisor, visit student at work)?

0 Not applicable -- no *community-based* work experience
1 Not at all
2 Once every 6 months
3 Once every 3 months
4 Monthly
5 2 to 3 times a month
6 Weekly
7 More than weekly

B8. Does this student spend any part of the day in classroom instruction?

1 Yes (PLEASE CONTINUE WITH SECTION C)
2 No (PLEASE GO TO SECTION F, PAGE 19)

C. VOCATIONAL INSTRUCTION RECEIVED IN REGULAR EDUCATION CLASSES

C1. Does this student now spend any part of the school day in regular vocational classes (where the majority are non-special education students)? Vocational can cover a wide variety of classes, including career planning, prevocational, occupational skills, business (e.g., typing, marketing), workstudy, and home economics classes.

1 Yes (PLEASE CONTINUE WITH THIS SECTION)

2 No (PLEASE GO TO SECTION D, PAGE 14) →

C2. Questions C3-C9 refer to this student's regular education vocational class. If he/she takes more than one regular education vocational class, select the vocational class in which this student spends the most time. If he/she spends the same amount of time in two or more regular vocational classes, choose the first regular education vocational class this student attends during the week.

Please indicate the type of vocational course you are using to answer questions C3-C9:

Subject matter: _____ _____

C3. How many of each of the following are in this class?

_____ Teachers and teacher aides

_____ Special education students

_____ Non-special education students

_____ TOTAL students

C4. Is this student expected to keep up with the other students in this class?

1 Yes

2 No

C5. Generally, does this student keep up in this regular vocational education class?

1 Yes

2 No

C6. Which of the following, if any, are provided to help this student keep up with this class?
(PLEASE CIRCLE ALL THAT APPLY)

01 Special materials (e.g., special books or worksheets)
02 Special help in taking tests (e.g., more time, test read to student)
03 Reader or interpreter
04 Modified tests
05 Modified grading standards
06 Teacher aides or instructional assistants
07 More one-to-one instruction
08 Peer tutors
09 Slower-paced instruction
10 Learning strategies/study skills assistance
11 Behavior management programs
12 Student progress monitored by special education teacher
13 Tutoring by special education teacher
14 Additional time to complete assignments
15 Additional study time in special education classroom
16 Physical adaptions (e.g., preferential seating, special desk)
17 Other (*PLEASE DESCRIBE*)_____
18 None of these accommodations provided
00 *No accommodations necessary*

C7. Which of the following, if any, were made available to the vocational education teacher because this student was in his/her class?
(PLEASE CIRCLE ALL THAT APPLY)

01 Consultation services by special education or other staff
02 Special materials to use with special education students
03 Special procedures to use with special education students
04 In-service training on the needs of special education students
05 Teacher aides or instructional assistants
06 Smaller student load or class size
07 Other (PLEASE SPECIFY)_____
08 None of the above
00 *No assistance necessary*

C8. How well does this student do each of the following in this class?
(PLEASE CIRCLE ONE NUMBER IN EACH ROW)

	Not at All Well	Not Very Well	Fairly Well	Very Well
Get along with other students	1	2	3	4
Follow directions	1	2	3	4
Control his/her behavior to act appropriately in class	1	2	3	4

C9. How often does this student do each of the following in this class?
(PLEASE CIRCLE ONE NUMBER IN EACH ROW)

	Rarely	Sometimes	Usually	Almost Always	Not Applicable
Complete homework on time	1	2	3	4	0
Take part in group discussions	1	2	3	4	0
Stay focused on his/her work	1	2	3	4	0

D. ACADEMIC INSTRUCTION RECEIVED IN REGULAR EDUCATION CLASSROOMS

D1. Does this student now spend any part of the school day in regular education academic classes (where the majority are non-special-education students)?

1 Yes (PLEASE CONTINUE WITH THIS SECTION)

2 No (PLEASE GO TO SECTION E, PAGE 17) →

D2. Questions D3-D9 refer to the student's regular education history or social studies class; if he/she is not taking history or social studies, these items refer to the first academic regular education course this student attends during the week.

What kind of academic regular education course are you using to answer questions D3-D9? *(PLEASE CIRCLE ONE NUMBER)*

1 History or social studies

2 English

3 Math

4 Science

5 Other (*PLEASE DESCRIBE*)_____

D3. How many of each of the following are in this class?

_____ Teachers and teacher aides

_____ Special education students

_____ Non-special education students

_____ TOTAL students

D4. Is this student expected to keep up with the other students in this class?

1 Yes

2 No

D5. Generally, does this student keep up in this regular education class?

1 Yes

2 No

D6. Which of the following, if any, are provided to help this student keep up with this class?
(PLEASE CIRCLE ALL THAT APPLY)

01 Special materials (e.g., special books or worksheets)
02 Special help in taking tests (e.g., more time, test read to student)
03 Reader or interpreter
04 Modified tests
05 Modified grading standards
06 Teacher aides or instructional assistants
07 More one-to-one instruction
08 Peer tutors
09 Slower-paced instruction
10 Learning strategies/study skills assistance
11 Behavior management programs
12 Student progress monitored by special education teacher
13 Tutoring by special education teacher
14 Additional time to complete assignments
15 Additional study time in special education classroom
16 Physical adaptions (e.g., preferential seating, special desk)
17 Other *(PLEASE DESCRIBE)*_____
18 None of these accommodations provided
00 *No accommodations necessary*

D7. Which of the following, if any, were made available to the regular education teacher because this student was in his/her class?
(PLEASE CIRCLE ALL THAT APPLY)

01 Consultation services by special education or other staff
02 Special materials to use with special education students
03 Special procedures to use with special education students
04 In-service training on the needs of special education students
05 Teacher aides or instructional assistants
06 Smaller student load or class size
07 Other *(PLEASE SPECIFY)*_____
08 None of the above
00 *No assistance necessary*

D8. How well does this student do each of the following in this class?
(PLEASE CIRCLE ONE NUMBER IN EACH ROW)

	Not at All Well	Not Very Well	Fairly Well	Very Well
Get along with other students	1	2	3	4
Follow directions	1	2	3	4
Control his/her behavior to act appropriately in class	1	2	3	4

D9. How often does this student do each of the following in this class?
(PLEASE CIRCLE ONE NUMBER IN EACH ROW)

	Rarely	Sometimes	Usually	Almost Always	Not Applicable
Complete homework on time	1	2	3	4	0
Take part in group discussions	1	2	3	4	0
Stay focused on his/her work	1	2	3	4	0

E. INSTRUCTION RECEIVED IN SPECIAL EDUCATION CLASSES

E1. Does this student now spend any part of the school day in a special education class in which <u>all students</u> are special education students?

1 Yes (PLEASE CONTINUE WITH THIS SECTION)

2 No (PLEASE GO TO SECTION F, PAGE 19) →

E2. Thinking about <u>all</u> of the <u>special education classes</u> this student is presently attending, which of the following types of classes are included in this student's special education program? *(PLEASE CIRCLE <u>ALL</u> THAT APPLY)*

1 All day special education class -- focus on instruction in life skills (for example, independent functioning, self care, and basic academic skills, such as number concepts, beginning reading skills)

2 Tutoring -- help with work from other classes (e.g., doing assignments from other classes, help with homework or tests, supervised study time to help student keep up with regular school program)

3 Prevocational or vocational class

4 <u>Non</u>vocational replacement class -- course taken in special education class instead of another class (e.g., replaces a course in math, English, etc. offered in a regular education classroom)

5 Supplemental class -- supplements regular classroom instruction with more instruction in a subject (e.g., additional instruction in math beyond what is taught in the regular education classroom)

6 Learning strategies or study skills -- provides behavior or study procedures to help student adjust in regular course/school activities

7 Other *(PLEASE DESCRIBE)* _____

E3. Please choose the special education class in which this student spends the most time to answer the rest of the questions in this section. If the student spends the same amount of time in two or more classes, select the first special education class the student attends during the week.

What is the subject matter of the special education class used to answer the remaining questions in this section?

Subject matter: _____

E4. How many of each of the following are in this special education class?

_____ teachers and teacher aides

_____ students

E5. How well does this student do each of the following in this special education class?
(PLEASE CIRCLE ONE NUMBER IN EACH ROW)

	Not At All Well	Not Very Well	Fairly Well	Very Well
Get along with other students	1	2	3	4
Follow directions	1	2	3	4
Control his/her behavior to act appropriately in class	1	2	3	4

E6. How often does this student do each of the following in this special education class?
(PLEASE CIRCLE ONE NUMBER IN EACH ROW)

	Rarely	Sometimes	Usually	Almost Always	Not Applicable
Complete homework on time	1	2	3	4	0
Take part in group discussions	1	2	3	4	0
Stay focused on his/her work	1	2	3	4	0

F. EXTRACURRICULAR ACTIVITIES

F1. Which of the following school extracurricular activities has this student participated in during this school year?
(PLEASE CIRCLE ALL THAT APPLY)

01 Performing groups (e.g., choir, band, dance, theater)

02 Sports teams or clubs, including Special Olympics

03 Honor Society

04 Student government

05 Subject matter clubs (e.g., debate, French Club)

06 Newspaper, yearbook

07 Social or hobby group

08 Vocational club (e.g., Junior Achievement, DECA, 4H Club)

09 Other *(PLEASE SPECIFY)*_____

98 Don't know

THANK YOU VERY MUCH FOR YOUR HELP

Please return this completed questionnaire in the enclosed postage-paid envelope to:

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